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# ELEMENTARY ENGLISH



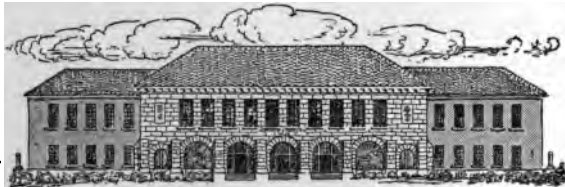
BASED ON  
STEPS IN ENGLISH

BOOK  
ONE

DEPARTMENT OF  
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# ELEMENTARY ENGLISH

## BOOK ONE

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BASED ON STEPS IN ENGLISH

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BY

JOHN MORROW, M.S.

SUPERINTENDENT OF SCHOOLS, ALLEGHENY, PA.

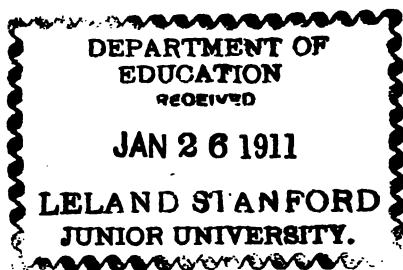
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## PLAN AND PURPOSE

THIS volume consists of work for the third, fourth, and fifth years of the child's school life, — one exercise for each school day. These exercises may, of course, be taken in larger or smaller groups, at the discretion of the teacher. Each year has :

A group of Observation Lessons.

Ten weeks' Picture Studies.

Studies of Stories and Poems.

A group of Notes and Letters.

Each week's work contains four daily exercises in composition and one in the application of some of the simpler principles and forms of the English language.

The authors are indebted to the late Dr. E. E. White for the suggestion of this grouping, his idea being to keep the child on one line of work until a good degree of proficiency is attained.

The most effective school work in composition is done by inciting pupils to speak and to write with the utmost freedom, without hampering them in the beginning with rules. The composition exercises given are not intended to teach reading, natural history, or spelling, but if possible to induce the pupil to tell or to write something.

The Observation Lessons are intended to suggest, for oral and written work, subjects with which the child is

already somewhat familiar. It is not expected that each child will answer every question. All children may not be familiar with each subject. The teacher may, of course, substitute other suitable subjects.

The Pictures used are such as will suggest stories of interest to children, and about which they will talk or write freely.

The Stories and Poems have the additional object of leading the pupils to appreciate some of the best things in children's literature.

The other lessons are arranged as follows :

First Year. The Mechanics of Writing, — a simple treatment of capitals and punctuation.

Second Year. Simple principles and forms.

Third Year. Application and review of principles and forms.

In order that the children may attain some proficiency in the easier oral forms before undertaking the more difficult written expression, the oral work is kept well in advance of the written exercises.

For the use of classes capable of more work than is given in the text, additional exercises are provided in the Appendix.

The selections from the writings of John Burroughs, James T. Fields, and Henry W. Longfellow are used by permission of and by special arrangement with Houghton Mifflin Company, the authorized publishers of their works. Thanks also are due to all other authors and publishers from whose works selections have been made.

## TO TEACHERS

THIS book is made in view of the following facts :

1. That children of the grades for which it was written have already a good working vocabulary and a stock of ideas both original and acquired.

2. That they like to make known these ideas in speaking and writing.

3. That it is both undesirable and impossible to keep pupils from making known their thoughts to others. Oral composition is a necessity.

4. That it is undesirable and an injury to the child to prevent him from making known his thoughts in writing. Written composition, properly presented, is a pleasure, a stimulus, and a benefit.

5. That repetition is valuable as an aid in forming the habits of speaking and writing correctly ; but the correction of his own errors by the child, when pointed out by the teacher, is equally valuable.

6. That the child's world of thought and action should be the source, to a great extent, from which material for language work should be drawn. There should be a constant appeal to his own experiences.

7. That good literature, within the comprehension of the child, should be used to enlarge his vocabulary and to furnish him with new ideas and ideals.

8. That while the acquirement of the habitual use of correct language forms is important, it is secondary to the

larger object — the awakening of mind and the development of power.

### SUGGESTIONS

The authors believe that facility in the expression of thought can be acquired only by persistent practice under wise guidance.

They have endeavored to supply suitable material for practice and to give frequent suggestions for guidance; but no text-book can give all the special instruction needed in individual cases.

The Observation Lessons are intended to be suggestive. The best results can be attained from their use only *when the object under consideration is before the class*. If possible bring the real object into the schoolroom; if not, use pictures.

Do not hesitate to change the order of lessons, or to substitute other objects of thought if circumstances render it advisable. Location in the North or the South, in the city or the country, may suggest objects of greater interest to the class. These should, of course, be used freely.

The work of the teacher is to *awaken* thought, to *encourage* it, and to *lead* to its correct expression.

It must be constantly borne in mind by the teacher that the questions in the various exercises are intended to bring out material for oral and written expression rather than to call forth information.

Accept *kindly* and commend *heartily* every honest and independent effort, however crude.

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## PART I

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### *EXPERIENCE AND OBSERVATION*

#### 1. SELF

I. Here is what James Watson says of himself:

My name is James Watson.

I am ten years old. I am four feet tall. I weigh sixty pounds.  
My hair is black.

I like to play ball better than any other game.

I have five boy friends. They play with me every Saturday.

I like to read books about hunting and wars.

I go to the public school.

I like music. I take lessons on the violin. I have a drum and a trumpet. I like the violin best of all.

I have two white rabbits for pets. I have a good dog. We often run races. He always beats me.

My father is a doctor. He believes that boys ought to be useful. I have plenty of work. I take care of his horse. I run errands. I do many other things.

I am going to be a doctor when I am a man.

II. What is your name? How old are you? How tall? How much do you weigh? What is the color of your hair? What game do you like to play best? What kind of music do you like best? What pets have you?



What is the name of your dog? How do you play with him? What work do you do? What do you intend to be when you grow up?

**III.** Tell about one of your playmates as you have told about yourself.

**IV.** Tell how you spend your time in the morning. At what time do you rise? What work do you do before breakfast? What do you do as soon as breakfast is over? Who comes to play with you? What do you do for your father? For your mother? What other work do you do?

## **V. Statements**

Notice some of the things James Watson has said about himself.

1. *My name is James Watson.*
2. *I am ten years old.*
3. *I am four feet tall.*

These are *Statements*. With what kind of letter does each begin? With what does each end?

**Every statement should begin with a capital and end with a period.**

You notice that James begins each part of his name with a capital letter.

**Each part of a person's name should begin with a capital letter.**

Make three statements about yourself, giving your name, age, and height. Make two statements about your dog or about some other pet. (Begin each written statement with a capital and end each with a period.)

**NOTE TO TEACHER.**—All written work required from children should be done neatly. As a rule the following points should be observed:

The pupil's name should be written in the same place, preferably at the top of the page to the right.

Most written work should have a title. This should be written in the middle of the page an inch or two from the top, and should be underscored with three lines.

A margin of half an inch or more should be left on each side.

The first line of each paragraph should begin about half an inch from the margin.

The importance of a neat, clean manuscript should be emphasized.

Manuscripts should be preserved for the purpose of occasional reference and comparison, in order to note improvement. In some schools typical manuscripts from each pupil are kept from year to year.

## 2. THE FAMILY

**I.** Tell two things you have seen a father do for his family. What have you seen a mother do for the family? Tell what you saw a boy do to make the other members of his family happy. Tell what you saw a girl do to make home pleasant. Tell how the children should act towards their parents. Tell how they should act towards one another. What have you seen Grandpa and Grandma do to make the other members of the family happy?

**II.** Give an account of a pleasant evening spent at home with the family. Tell who were present, what was done,

why you thought it pleasant, and how you feel as you think of the evening.

III. Write or tell of what you did on a certain day last week. Tell where you went, who went with you, what you saw and heard, and what was done.

IV. Tell what you saw your mother do during an entire day.

V.                      **Statements** (*Continued*)

1. *Girls play.*
2. *The child is asleep.*
3. *The boy is running.*
4. *The wind is blowing.*
5. *The boys are playing ball.*

Each of these sentences is a statement.

Fill in the following blanks so as to make statements. You may fill each blank with one word or with several words, as you prefer; thus, The girl *has two dolls*.

- |                    |                              |
|--------------------|------------------------------|
| 1. The girl —.     | 6. Ripe peaches —.           |
| 2. The bird —.     | 7. The man on the horse —.   |
| 3. The dog —.      | 8. The girl in the parlor —. |
| 4. Little girls —. | 9. The little boy —.         |
| 5. William —.      | 10. The old man —.           |

Make a statement about each of the following. (Begin each with a capital and end each with a period.)

A cat; a dog; a street car; Grandma; an engine; a horse.

### 3. THE HOME

**I.** Name several things usually eaten for breakfast. Where do you get them? How are they prepared? Name some articles of clothing, and tell how one of them is made. What other things are used at home? What do you burn? Tell all you can about it. How do you get water? Where do you live? In what kind of house do you live? Tell what it is made of. How large is it? What is its shape? What is in the yard? What did the stone mason or bricklayer do toward building the house? What did the carpenter do? What was done by the plumber?

**II.** Give a short account of some article of food, telling how and where it grows, how it is planted, how it is harvested, in what form it comes to your house, and what is then done with it.

**III.** Tell what you can about how a house is built: about digging the cellar, about the foundation, the walls, the roof, and the plastering.

**IV.** Commit the following lines to memory:

Be it ever so humble,  
There's no place like home.  
A charm from the skies  
Seems to hallow us there,  
Which, sought through the world,  
Is ne'er met with elsewhere.  
Home, home! Sweet, sweet home!  
Be it ever so humble,  
There's no place like home.

**V. The Person Spoken To**

One day Doctor Watson told James that he might take a ride. Here is what he said:

*James, you may take a ride this morning.*

When James came back, his father said:

*You may take the horse to the stable, James.*

What mark is placed after the word *James* in the first sentence? After the word *stable* in the second? James was the person spoken to, and his name is set off from the rest of the sentence by a comma (,).

**The name of the person spoken to is usually set off from the rest of the sentence by a comma.**

Write the sentences called for below. Place the name first; thus, to tell James that you saw him coming, write *James, I saw you coming.*

Tell James (1) that he may go to see William; (2) that William called to see him; (3) that you will show him the lesson; (4) that you saw him on the street yesterday; (5) that the dog is lost; (6) that there is an orange for him on the table.

In writing the sentences called for below, place the name last; thus, to tell James he may have your top, write *You may have my top, James.*

(7) Tell William he may have your book; (8) tell Mary she may see your Christmas gift; (9) tell Harry that he may go to town with you; (10) tell Carlo he may have a bone.

#### 4. THE LITTLE BREAD MAKER

I. Have you ever seen your mother bake bread? How do you help her? Does she ever call you and send you for yeast? Where do you go for it? How much money does she give you? Tell just what she does with the yeast. While you are sleeping at night what is the yeast, covered up in its bed of flour, doing? Tell everything your mother does with the yeast and flour until she sets the dough in pans to rise. Where does she set it? What makes it rise? What is next done with it? How long does it bake? Tell the shape and color of the loaves.

II. Answer five of the questions in I in writing.

III. Tell how a loaf of bread is made. If you can, tell how the wheat is grown and what is done with it to make flour.

IV. What kinds of bread or cake have you seen? Tell how they differ in form, color, taste, what they are made of, and what they cost.

#### V. The Word "I." Poetry

"I love you, mother," said little Nell,  
"I love you more than tongue can tell."  
Then she teased and pouted half the day,  
Till all were glad when she went to play.

In these sentences, *I* is used as a word.

When used as a word in writing, "I" should always be a capital.

Write the sentences called for below:

Tell some one (1) that you like to go to school; (2) that you are going to the store; (3) that you are looking for a book; (4) that you cannot find your hat; (5) that you can see the teacher.

The lines at the head of this lesson are taken from a poem. Note that the first word in each line begins with a capital.

**The first word in every line of poetry should begin with a capital.**

Write the following from dictation:

Now the day is over.

Night is drawing nigh.

Shadows of the evening

Steal across the sky.

Now the darkness gathers.

Stars begin to peep.

Birds and beasts and flowers

Soon will be asleep. — *S. Baring-Gould.*

## 5. THE DOG

I. What kind of dog is this? What kind of coat has he?



What kind of ears? Have you a dog? How can you tell when a dog is angry? When he is pleased? Tell how he shows that he is playful; that he is brave; that he is watchful. How does he show his gentleness? His love?

II. Tell why your dog likes you and why you like him. Tell of his habits and of his food. Tell anything else of interest about him.

III. Give a description of a dog, telling his height, his length, his color, his weight, his age, his value, how you play with him.

IV. Write or tell a story about a dog. Tell how he carried a package, went for help, or brought the cows. Make up a story, or tell one that you have heard or read.

## V. Commands and Requests

One day in school, when the class was ready to recite, the teacher said, "Close your books." When he wanted a pencil, he said, "Please lend me a pencil." *Close your books* is a command. *Please lend me a pencil* is a request.

**Every sentence that commands or requests should begin with a capital and end with a period.**

Use the following words in sentences that command or request; thus: *Open the door.*

Open, close, go, come, write, play, walk.

Use sentences commanding some one to do the following things:

(1) To shut the door; (2) to go to the gate; (3) to water the horse; (4) to go for the doctor; (5) to call the dog; (6) to write a letter.



Use sentences requesting some one to do the following things:

(1) To lend you a pencil; (2) to shut the door; (3) to lend you a book; (4) to give you a drink of water; (5) to tell you where the lesson is.

## 6. THE HORSE

I. What kind of head has this horse? What kind of neck? What kind of coat has he? What difference is



there between the horse's feet and the dog's? What kind of shoes does the horse wear? Why? Of what use is his tail? Tell anything else you can about him.

II. Tell something you have seen a horse do. How does he help the farmer? How does he help us travel? In what ways does a horse give us pleasure? Write an account of a ride you had either on horseback or in a carriage.

III. Give a description of a horse, telling of his size, color, number and kind of feet, mane, tail.

IV. Write or tell a short story about a horse.

## V. Questions

Here are some questions that James Watson asked when Harry Wilson came to see him:

1. *Did your father allow you to come?*
2. *How long can you stay, Harry?*
3. *Harry, what shall we play?*

Each of these questions begins with a capital and ends with an interrogation point.

**Questions should begin with a capital and end with an interrogation point.**

Make five questions about a ball. (Begin with *Is it*, *Can it*, *Whose is*, *What did*, *Where did*.)

Ask a question about each of the following:

A game of ball; an orange; San Francisco; grapes; an apple.

## 7. THE APPLE

I. Here is an apple. Where did it come from? Where did the storekeeper get it? Where did the farmer get it? Touch the apple. How does the skin feel? Does it feel like the skin of a peach? What is the difference? How does the apple taste? What did you see on the apple tree last spring? What is the color of apple blossoms? Why should you not pick them? Try to draw a picture of an apple or an apple blossom. What is on the end of the stem after the petals come off? Tell about the different colors of apples.

II. What is the color of the little apples at first? Cut your apple across, dividing it into halves. What do you see? How many are there? What is their color? How are they kept in place? What will they do if you plant them? What is the color of the seeds in an unripe apple? What do we call the juice after it has been pressed from the apples? What use is made of it?

III. Tell some of the different uses of the apple.

IV. Give an account of a visit to an apple orchard, to an apple tree, or to a tree of some other kind. Tell of the time of year, the kind of day, your companions, what you saw on the trees, what sounds you heard, the fragrance and color of the blossoms or apples, and what you did. This story may be true or made up.

**V. Questions** (*Continued*)

Write the following questions as your teacher reads them. Do not forget to set off the name of the person spoken to, by a comma.

- |                                       |                         |
|---------------------------------------|-------------------------|
| 1. Where are you going, Mary?         | 6. Has John a hat?      |
| 2. James, what is in your desk?       | 7. Will you go?         |
| 3. Can Clara write her lesson, Grace? | 8. Did he see me?       |
| 4. Are you going to town, Henry?      | 9. What is it, George?  |
| 5. When will you come, Samuel?        | 10. Can you hear, Paul? |

**8. TREES**

**I.** Think of a tree in your yard at home, in the school yard, or in the park. What kind of tree is it? What is its shape? Is the trunk straight or crooked? How high are the lowest limbs? Do the limbs grow toward the sky, or do they spread out their branches to make a nice shade? Does it seem like a proud tree? Is it useful or not? What fruit, nuts, pods, or flowers grow on it?

**II.** Learn this poem:

Have you plucked the apple blossoms in the spring?  
Pink buds pouting at the light,  
Crumpled petals, baby white,  
Just to touch them a delight,  
In the spring.

**III.** What is the shape of the pine tree? Describe its leaves, which are called needles. Tell where it is found. In winter how does it differ from most other trees? How is it

used at Christmas? Bring a branch of pine to school with you. Study it carefully and try to describe it.

IV. Where is the apple tree found? Describe the appearance and perfume of the blossoms. How does the apple tree compare in shape and size with the pine tree? On what part of the tree do apples grow? What is the color of the apples when young?

**V. Dictation Review**

Where are you going, John?  
George, did you know your lesson?  
Please lend me your pencil, Mary.  
Shut the door, Henry.

Come and see me, Mary Ann,  
This afternoon at three,  
Come as early as you can  
And stay till after tea.

Bring Mary Jane and little Jim.  
Bring blue-eyed Susan too.  
Bring Bess and also pretty Tim  
And see what they can do.

**9. FLOWERS**

I. Write this poem as your teacher reads it:

Down in a green and shady bed  
A modest violet grew;  
Its stalk was bent, it hung its head,  
As if to hide from view.

When does the violet bloom? Where does it usually grow? Why is it called modest? Why does it seem to hang its head?

**II.** How do you make curls or chains from the stems of dandelions? What do children sometimes do with the white heads of the dandelion? What do these little feathers carry? Describe the flower of the dandelion. Where does the dandelion grow?

Answer these questions in writing.

**III.** When and where does the daisy bloom? Tell how the plant differs from the dandelion or violet. How do the flowers differ in color? How do they differ in shape? How do they differ in size?

Answer in writing.

Learn the following:

I know a place where the sun is like gold,  
And the cherry blooms burst with snow,  
And down underneath is the loveliest nook  
Where the four-leaf clovers grow.

**IV.** When do roses bloom? Tell all that you can about the color and kinds of roses. What grow on the stems of roses? Why is the rose called the queen of flowers? Write about some roses you have had; where you got them; what you did with them.

## **V. Changing Sentences**

A statement may be changed into a question; thus, the sentence *John can run* may be changed into *Can John run?*

The sentence *James may play ball with William* may be changed into *May James play ball with William?*

Change the following statements into questions:

1. We may go out into the woods for nuts.
2. Every sentence should begin with a capital letter.
3. Boys should always be polite.
4. The little pony was sold.
5. The book has three torn pages.

Change the following questions into statements. For example, *May I read the book?* may be changed into *I may read the book.*

1. Will Mary bring a flower to the sick girl?
2. Will the man come to see his little boy?
3. Can the horse draw that heavy load?
4. Must we go into the house at nine o'clock?
5. Should boys and girls study their lessons?

## 10. REVIEW

I. Write the following as your teacher reads it. Then give the reason for every period you have used.

My name is James Watson. I am ten years old. My school-mates play with me on Saturday afternoons. I go to the public school. I leave my home on Charles Street at eight o'clock and return at noon. I have a dog named Carlo. My father is a doctor. His name is William Watson. He believes in giving boys plenty of work.

Make a statement about yourself, two statements about your family, and two statements about your home.

**II.** Copy the following, and give the reason for the capitals used:

One step and then another,  
And the longest walk is ended;  
One stitch and then another,  
And the largest rent is mended;  
One brick upon another,  
And the highest wall is made;  
One flake upon another,  
And the deepest snow is laid.

Write the following from dictation. Give the reason for each comma, interrogation point, and period used.

1. John, do you have oatmeal for breakfast?
2. I have bread and milk.
3. Bring me your doll, Jennie.
4. Where did you get it?
5. Does your mama ever send you for yeast, John?
6. Was the carpenter's name Henry Johnson?
7. Mary, does your mother make bread?

In this exercise point out the statements, the questions, and the commands or requests.

**III.** Write the following from dictation:

1. I hurt my hand.
2. May William write to Mary?
3. Will you go home with me?
4. Harry, where are you going?
5. Where did the storekeeper get the apple?
6. Come here, Jennie.
7. Write your name on each sheet of paper, William.



8. Please lend me your pen, Charles.
9. Grace, please let me have your book.
10.                   Now the day is over.  
                      Night is drawing nigh.  
                      Shadows of the evening  
                      Steal across the sky.

**IV.** Read the following dog story written by John Burroughs. Tell the story in your own words:

I knew a farmer in New York who had a very large bobtailed churn dog by the name of Cuff.

The farmer kept a large dairy, and it was the business of Cuff to spend nearly the half of each summer day treading the endless round of the churning machine. During the rest of the day he had plenty of time to sleep and rest.

One day he discovered a woodchuck about forty rods from his hole, which was beneath a large rock.

The old dog, forgetting his stiffness, and remembering the fun he had had with woodchucks in his earlier days, started off at his highest speed, vainly hoping to catch this one.

But the woodchuck, seeing the dog come laboring up the hill, sprang to the mouth of his den, and, when his pursuer was only a few rods off, whistled and went in.

This occurred several times, the old dog marching up the hill, and then marching down again, having had his labor for his pains.

**V.                   Changing Sentences (*Continued*)**

Sentences that command or request may be changed into statements; thus, *Go to the door, James*, may be changed into *James is going to the door*. The sentence *Go to sleep, baby*, may be changed into *The baby is sleeping*.

Change the following commands into statements:

1. Catch the ball, John.
2. Boys, go home.
3. Go to the house for the dog, Mary.
4. Write your sentences, William.

Note the following sentences:

*The dog runs fast.* (Statement.)

*Does the dog run fast?* (Question.)

*Run fast, dog.* (Command.)

In the same way, change each of the following sentences:

John looks pleasant. Mary prepares her lessons well. The boys play ball.

**There are three kinds of sentences: statements, questions, and commands or requests.**

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## PICTURES

### 11. THE DOLL'S BATH

**I.** Look at the picture on the next page, and answer these questions:

What is this little girl doing? What is the boy doing? Where did he get the water? Where do you think they got the tub? Is this in the house or outside? Why do you think so? What time of year is it? How can you tell? How many dolls do you see in the picture? Where are two of them? Why? What has been done to them? What kind of hat has the boy? What has he stuck in it? Why?



THE DOLL'S BATH

How old do you think these children are? Give them names. How will the doll look after its bath?

**II.** Tell the story of this picture. Tell where the children got the tub, why they wanted to give the doll a bath, where they got the pitcher and the watering can, who carried water, how many dolls they bathed, and whether the dolls looked better or worse after their bath.

**III.** Tell about something else these children did. Or tell a story about something you did with a doll, or with a tub. Or tell a story about wading or bathing.

**IV.** Where does the water come from that you use in your home? Do you get it from a pump or from a cistern or from pipes? Write or tell in how many ways water is used in your home. Or tell something you have done with a doll or with other children.

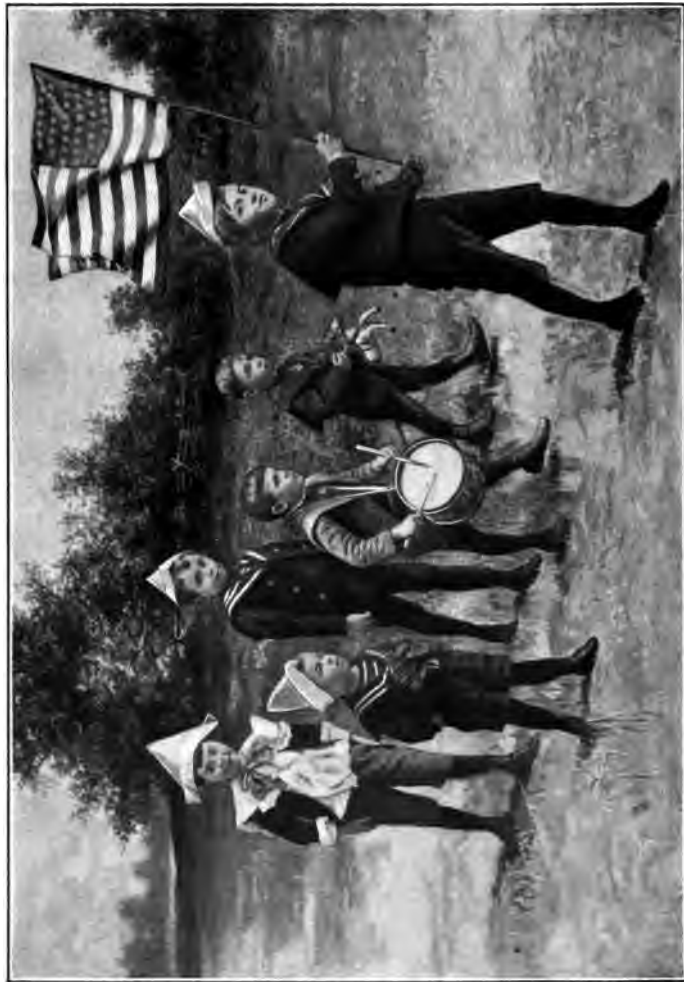
#### **V. How to show Possession, or Ownership**

A teacher said, "Where are the books?" The reply was,

*The girl's book is on the desk and the boy's book is on the floor.*

In writing what was said, the apostrophe (') with the letter s is used to show who owned the book.

We show possession, or ownership, by means of the apostrophe and s. When we speak of only one person or thing, we show possession by using the apostrophe and s ('s) after the name of the owner.



THE SOLDIER BOYS

Use each of the following words in a sentence and show possession; thus, *The dog tore the child's dress*:

Child, man, pupil, David, John, father, mother, Fred, Charles Brown, the love of a mother (mother's love), the book of the boy, the hat of the girl, the coat of the man, the cry of the child.

## 12. THE SOLDIER BOYS

**I.** Describe this picture. Where do you think these children live? Where are they now? What are they doing? What time of year is it? Who is the captain? Why are they drilling? What will they do when they are through?

**II.** Give five sentences about the boy with the flag, or about a parade you once saw.

**III.** Describe the picture, telling who these boys are, where they live, where they are playing, what time of year it is, what holiday it is, if any, why they are drilling, and what they will do next.

**IV.** Write or tell a story about something you have done or seen, of which this picture reminds you.

### V.

### Quotations

*One day John said to James, "Are you going to the picnic?"  
James answered, "Yes, if it does not rain."*

To show the exact words that each of these boys said, we inclose them in quotation marks (" ").

When we repeat the exact words of another person, we

*quote* them. The words quoted in this way are called a *Direct Quotation*.

**A direct quotation should be inclosed in quotation marks (" ").**

**The first word of a direct quotation should begin with a capital letter.**

**A comma is usually placed before a direct quotation.**

Copy the following:

Mary said, "I saw you at Fresno last Saturday."

William asked, "Is Santa Rosa in Napa County?"

Robert answered, "No."

The boy said to the teacher, "Please tell me where the lesson is."

The teacher replied, "The lesson is on page thirty."

William said to Henry, "What are you going to do on Admission Day?"

Henry answered, "I am going to Los Angeles."

The officer said, "Forward march."

Write five sentences of your own each containing a quotation.

### 13. THE WRITING LESSON

I. Give a name to this boy. What is he doing? What has he in his hand? What kind of pen? What kind of pen do you write with? What kind of pencil? Why is the cushion under the boy? What is before him? Why is it propped up? Who is beside him? What has she under her arm? What has she been doing? What has she in her left hand? What is she doing with her right hand? What has the lady on her head? Why? Is this a rich or a poor home? What makes you think so? Is the boy



THE WRITING LESSON



writing a letter or copying something? Why do you think so? Do you think this boy has any brothers or sisters? Why is he not playing with other children?

II. Is this boy clean and neat looking, or untidy? What kind of clothes does he wear? Why do you think he is writing? What do you think he was doing before the writing lesson began? What kind of writing lesson do you have? Who teaches you?

III. Put yourself in this little boy's place and tell the class what you think he would write. Or write the copy you think he would write.

IV. Tell a story about this boy. Suppose that he has been washed and dressed, waiting for some one to come to see him, and that he is writing to keep from getting dirty. Tell who he is looking for and what they did. Or tell about a note you wrote or received.

## V.

## Initials

A certain man's name is William Henry Hudson. Sometimes he writes W. H. Hudson, and at other times he writes only the first letters of the words in his name, thus: *W. H. H.*

The first letters of a name are called initials.

Thus, the full name of General Grant was Ulysses Simpson Grant, and his initials were *U. S. G.*

The initials of a person's name when standing alone should be capitals. Each should be followed by a period.

Write the initials of the following names:

Mary Wilson, James Abram Garfield, Henry Clay, Theodore Roosevelt, Alexander Hamilton, William Huston, John H. Vincent, your own name, your father's name, the names of five members of your class.

#### 14. OFF FOR AMERICA

I. Look at the next page. What are these children playing? Give each of them a name. Who is the captain? What is he doing? Why is he leaning back? Who are the passengers? What is on the lap of one of them? What is the girl near the middle of the boat doing? Why? To whom does the dog belong? How is he enjoying the sail? In what country do these children probably live? Give a reason for your answer. Is this a river, a lake, or part of the ocean?

What is the business of the men living near where these children are? Whose hat is the boy probably wearing?

What has made these children think of playing they are going to America? Why have some of their friends and relatives left their home land and gone to America?

How deep is the water here? What shows this? Where did they get the banner? What use are they making of it? What kind of weather are they having for their voyage?

II. Tell a story suggested by these questions and the picture. Tell what the children were playing before they came to the boat, who proposed the trip, how they got into the boat, what each said, where they went, what they saw, how long they were gone, and when they returned.



OFF FOR AMERICA

**III.** Tell a true or an imaginary story of some children playing with a boat, playing store, playing school, playing church, or playing railroad train.

**IV.** Write a story about sailing in a boat, walking along a lake or stream, or playing with dolls or dogs.

**V. Abbreviations**

For convenience we often write a part of a word instead of the whole of it; thus, for Mister we write Mr. Such parts of words are called *Abbreviations*.

**Every abbreviation should be followed by a period.**

Learn the following words and their abbreviations:

Answer, Ans.	California, Cal.
barrel, bbl.	Mister, Mr.
bushel, bu.	Mistress, or Missis, Mrs.
Company, Co.	peck, pk.
County, Co.	quart, qt.

**15. THE CHASE**

**I.** Look at the picture on the next page, and answer these questions:

How many children do you see in the picture? What have six of them been doing? What has happened to one of them? What are in front of them? How many girls do you think there are? Do you think the one who has fallen is a boy or a girl? What is one of the girls holding in her arms? What kind of doll is it? Who is holding the real



THE CHASE

baby? Where are the children going? Look at their mouths. What do you think they are doing?

II. Look carefully and see how many geese you can find in the picture. Where have these children been? Do you think this is in America or in some other country? Why do you think so? What time of year do you think it is? Why do you think so?

III. Tell a story about this picture, — what the children were doing when the geese came down the street and why they chased them. Or tell a story about something else you think they did. Or a story about a chase.

IV. Write answers to five of the questions given above. Or write or tell something about a goose, a chicken, or a duck. Or about a pleasant game.

## V.

### Titles

In addressing a person, or in speaking of a person, we often use a title to show respect because of the position he holds or has held; thus, *General* Washington, *Doctor* Smith, *President* Taft.

**The principal words in a title of office or respect should begin with capitals.**

Titles are sometimes used before the name; as *Doctor* Smith. Sometimes they follow the name; as, Lewis Miller, *Treasurer*. They are often abbreviated; thus, Lewis Miller, *Treas.*



FISHING

**When a title follows a name, it should be separated from the name by a comma.**

Thus, Charles Davies, *Professor of History*.

Learn the following titles and their abbreviations:

Professor, Prof.	Secretary, Sec.
Reverend, Rev.	Treasurer, Treas.
Captain, Capt.	Doctor, Dr.
General, Gen.	

Out of respect, the words *grandpa*, *grandma*, *uncle*, *aunt*, etc., are often begun with capitals when used with proper names; as,

I am going to visit my Uncle James. My Aunt Ellen gave me a Christmas gift.

Write sentences stating (1) that your aunt named Kate is at home (*My Aunt Kate is at home*); (2) that your uncle (give title and name) lives with your grandpa (use title and name); (3) that your minister (use name and title) has gone away; (4) that General Nelson A. Miles (use abbreviation and name) gained a victory; (5) that your doctor (use title and name) visited you in your sickness.

## 16. FISHING

**I.** How many people are there in this picture? Who are they? Give each one a name. Why is the boy standing on a chair? What has he in his hands? What is on the line in place of a fish? Where was this before the boy



caught it on his line? What is the baby trying to do? What does the boy do when the baby reaches for the stocking? Do you think the baby ever catches the stocking? What does the boy do then? What is the little girl doing? What is the mother doing?

**II.** Tell the class about something you have done to amuse a baby or another child. Do you think this is a happy family? Why do you think so? Tell the class about something else this boy did to amuse the baby. Tell something the sister did.

**III.** What kind of floor has this house? What kind of fireplace? What is on the floor back of the woman? Do you think this boy has ever fished for real fish? Why do you think so? If you have ever fished, tell the class when and where. What did you catch?

**IV.** Write a story about these children. Tell what they have been doing and how the baby liked it. Or write or tell some other story about a game, or about a boy and girl. Or about Simple Simon and how he fished for a whale.

**V.****Names of Places**

An English boy in this country wrote home to his mother that he had traveled from *Boston* through *New York* to *San Francisco*. He expected to visit some friends in *Sacramento*; and then he was going to *Hawaii*.

The words Boston, New York, San Francisco, and Sacramento are names of cities. Hawaii is the name of an island. Each begins with a capital.

We have already learned that names of persons begin with capitals (page 10).

**Names of persons and places are proper names.**

**Every proper name should begin with a capital. If the name is made up of more than one part, each should begin with a capital.**

Write the following from dictation:

1. Golden Gate Park is in this state.
2. I shall go to Sacramento.
3. Henry lives in San Francisco.
4. John was at Alameda.
5. San Diego is on the coast.
6. William's home is in Berkeley.
7. The boy said, "I live in New York."
8. Carson City is the capital of Nevada.

## 17. A MUTE APPEAL

I. Tell the story of the picture on the next page, as suggested by these questions:

What is this dog doing with the basket? What is the little girl going to put into the basket? Who is with the dog that has the basket? How do you know? What season is it? What kind of girl do you think this is? Why do you think so? Which of these dogs has the better home? How can you tell?



A MUTE APPEAL

**II.** Write the story suggested by this picture and by the questions.

**III.** Tell a story about a dog you have seen. Compare this story with the one you wrote before (page 17), and see in what ways you have improved.

**IV.** Write or tell a short story about a beggar you have seen.

**V. Names of Months**

**The names of the months are proper names. They should begin with capitals.**

Learn to spell the following, and also learn the abbreviations :

January, Jan.	July
February, Feb.	August, Aug.
March, Mar.	September, Sept.
April, Apr.	October, Oct.
May	November, Nov.
June	December, Déc.

Write the following from dictation :

Dr. Wilson went to Denver in June. He staid there during July. Then he left for the top of the mountain. He returned in August. He started for home early in September. He reached home in October. In December he started for Washington. The months of January and February were spent in New York.



SEESAW

**18. SEESAW**

**I.** How many children are there in this picture? Give them names. Where is the dog? Give him a name. What are they doing? Where are they playing? Where did they get the board? How is it held up? How do you think the dog came to be where he is? Why did he stay there? What is the child in the center doing? Suppose the little girl gets up suddenly, what will happen? How does the dog keep from falling off? Are the children enjoying themselves? How does the dog like it? Why do you think so?

**II.** What kind of house is on the right of the picture? Why is the pan standing beside it? Do you think these children are kind to their dog? Why do you think so? Why do they not have another child at the end of the seesaw?

**III.** Tell something else you think these children do with their dog. Or tell something you have done with a dog, or with another pet, or with other children.

**IV.** Write or tell how these children came to play seesaw, where they got the board, who carried it, and how they trained the dog to stay on while the board went up and down. Or tell some other story about a dog or children you have known.

**V. Names of God**

**Every name of God should begin with a capital.**

Write the following from dictation:

1. Sing aloud unto God.
2. The heavens declare the glory of God.
3. Turn us again, Jehovah, God of hosts.
4. Our Father who art in heaven.

**19. THE CHRISTMAS TREE**

**I.** How many children do you see in this picture? **What** else do you see? **What** is the youngest child **holding**? **What** are the boys **doing**? **What** is the little girl **holding** in her right hand? In her left hand? **Who** is seated **at the** table? **What** is on the table? Name the different **things** that you can see on the Christmas tree. **What** gifts **do you** think each child has received? Do you think the child **with** a sweeper is a boy or a girl? **Why** do you think so?

**II.** Tell the class a story about these children, **saying** what they did when they awoke, what morning **it was**, whether it was daylight, whether the tree was lighted, **what** gifts each one found, and what they did with them.

**III.** Tell a story about something you did last **Christmas**, or about what you would like to do next Christmas. **Or** tell a story about a gift that you once gave or received. **Or** tell what these boys are building, and who brought the **tea** the little girl is pouring.



THE CHRISTMAS TREE



**IV.** Tell or write a story about Christmas morning or about Christmas eve. Give names to the children you mention and tell what they did or said and what happened. Or tell a story about something you built, or about some game you played.

**V. Days of the Week**

**The names of the days of the week are proper names. Each should begin with a capital.**

Learn to spell the following, and also learn the abbreviations:

Sunday, Sun.	Wednesday, Wed.
Monday, Mon.	Thursday, Thurs.
Tuesday, Tues.	Friday, Fri.
Saturday, Sat.	

**The names of holidays and special days are proper names. They should begin with capitals.**

The names of the seasons — spring, summer, autumn, and winter — are usually written without capitals.

Write the names of all the holidays you know.

Write the following from dictation:

1. Mr. Smith came on Saturday and stayed until Tuesday.
2. Thursday is usually chosen as Thanksgiving Day.
3. Christmas may be any day in the week.
4. The Fourth of July sometimes comes on Saturday.
5. Easter is always Sunday.
6. Labor Day is always Monday.
7. Wednesday is the middle day in the week.

**20. REVIEW**

**I.** How should names of persons begin? Names of God? Titles? The word *I*?

Write the following from dictation:

1. William Jackson was playing by the creek.
2. Doctor James and Captain Stephens saw him there.
3. In Washington the schoolboys are trained as soldiers.
4. Kindness to the poor is pleasing to God.
5. I am your friend.

Give your full name and then the name of each member of your family, of your teacher, of the governor of your state, of the president of the United States.

**II.** Write from dictation the following:

1. The United States Steel Company employs thousands of men.
2. The American Book Company has its main office in New York.
3. The president of Leland Stanford University is widely known.
4. General Grant was chosen president of the United States.
5. The Reverend Edward Everett Hale was born in Boston.

Use in five sentences the names of firms that you know.

**III.** What should follow every abbreviation? How should abbreviations of titles of honor and respect be written?

Write the words that the following abbreviations stand for:

Jan., Apr., Sept., Nov., Dec., qt., pk., Rev., Hon., Mr.

Study the following abbreviations, and then write them when the complete words are spoken:

Ave. Avenue.	Maj. Major.
a.m. In the forenoon.	p.m. In the afternoon.
B.C. Before Christ.	R.F.D. Rural free delivery.
Capt. Captain.	Sec. Secretary.
Co. Company.	Sr. Senior.
C.O.D. Collect on delivery.	St. Saint.
Dr. Doctor.	St. Street.
etc. and others, <i>or</i> and so forth.	Supt. Superintendent.
Jr. Junior.	Treas. Treasurer.
Lieut. Lieutenant.	&c. and so forth, <i>or</i> and others.

IV. Read the following, comparing it with the picture, and then write the story of "A Mute Appeal," or of some other picture:

### Description of a Picture

"Off for America" is a pleasing picture of some children in a boat not far from shore. The party is made up of three girls and a boy. The boy, who seems to be the captain, is standing in the bow. He is looking towards the girls, and in his hands he holds a pole, with which he is pushing the boat through the shallow water. On his head he wears a fisherman's shiny hat, with a brim narrow in front and wide behind.

Two of the girls are seated in the stern, facing the boy. One has her doll lying carelessly in her lap, while the other, with empty hands, is looking thoughtfully toward the shore. Sitting on the bottom of the boat, near the middle, is the third girl. She is leaning over the side, and is holding a rush in her hand, with which she is gently striking the water.

The girls are all dressed well and look very neat. They wear

pretty, close-fitting hoods, from which a long curl falls on each side of their faces, and long hair flows over their shoulders.

Close to the boy are seen the white head and shoulders of a medium-sized dog. His ears are raised, and he is looking contentedly toward the shore.

A rude sail, clumsily fastened to a pole, is spread to the wind. Its lower left-hand corner is held in place by a string tied to the boat.

On one side of the picture are a few tall water weeds, while on the other are long stretches of marsh grass.

## V. The Time of Day

A girl wrote to her friend, " Our class recites at half past nine in the forenoon." She might have written it thus:

*Our class recites at 9.30 a.m.*

A quarter after nine in the forenoon may be written 9.15 a.m. A quarter to ten may be written 9.45 a.m. Twelve o'clock noon may be written 12 m. Half past one in the afternoon may be written 1.30 p.m. Twelve o'clock midnight may be written 12 p.m.

Read the following and tell what each means. (Thus, 10.30 a.m. *Ten thirty a.m. means half past ten in the forenoon.*)

8.15 a.m.; 11.30 a.m.; 3.30 a.m.; 4.15 p.m.; 2.45 p.m.; 12 m.

Write the following as above:

(1) A quarter after five in the forenoon; (2) half past two o'clock in the afternoon; (3) a quarter to three in the afternoon; (4) twelve o'clock noon; (5) a quarter to six in the forenoon; (6) midnight.

*STORIES AND POEMS***21. THE FARMER AND HIS SONS**

A farmer who had several quarrelsome sons tried in vain to teach them to live in peace and harmony. One day he called them together and asked them to break a number of sticks that were bound closely together in a bundle. Each son tried in vain to break the bundle. The father then untied it and gave each son a stick to break. This was done with ease. Now the father said: "Thus, my sons, you are, when united, a match for all your enemies; but when you separate and quarrel, you are easily beaten. In union there is strength."

**I.** Describe this family. What did the father first try to do? How did he succeed? What did he then do? Why were they unable to break the sticks? What did the father do next? How did the sons succeed?

**II.** Give an account of this family, telling the kind of sons the man had and how he taught them a lesson.

**III.** With book closed, write or tell this fable in your own words.

**IV.** Write or tell a story, showing that in union there is strength; for example, tell of several boys or girls who did something which no one of them could have done alone.

**V.                    The Time of Day (*Continued*)**

Write the following from dictation:

1. The boat leaves at 7.30 a.m.
2. The morning train did not arrive until 1 p.m.

3. School closes at 3.15 p.m.
4. The sun rose yesterday at 5.30 a.m.
5. The church services begin at 11 o'clock.
6. Will 4.15 a.m. be too early to start?
7. The man rises at 5.30 and the boy at 8.15.
8. My watch stopped at 9.45 a.m.
9. The exercises began at 7.45 p.m. and continued until 11.30.
10. Mary said, "We start at 10.15 a.m."

## 22. A PRAYER

Father, we thank thee for the night  
And for the pleasant morning light,  
For rest and food and loving care,  
And all that makes the world so fair.  
Help us to do the thing we should,  
To be to others kind and good,  
In all we do, in all we say,  
To grow more loving every day.

I. What is a prayer? To whom is it addressed? By whom is this one said? Why should we be thankful for the night? For the morning light? Why is it called pleasant? Why should we be thankful for rest and food? From whom do children receive loving care? Name some of the things that make the world fair.

II. Name some things that we should do. Why should we be kind and good to others? Tell of a kind act done by a boy or a girl. Why should we grow more loving every day? How may a boy or a girl do this?

III. Write this prayer as your teacher reads it, and learn it.

IV. Tell a story about a child who does kind and good things.

V. **Dates and Time**

Write the following from dictation:

1. Mr. Williams came to Redlands on Washington's Birthday, Feb. 22, 1910, at 10 a.m.
2. Where was Miss Jones going at half past two, Saturday, August 11, 1909?
3. Mr. and Mrs. Wilson started for the Yosemite Valley, July 4, 1909, at three o'clock in the morning.
4. We will have a party on New Year's Day at 8 p.m.
5. Mr. and Mrs. Green came from San Francisco Thursday, Nov. 23, 1909, on the 3.15 p.m. boat.
6. Dr. Wilson left our house Admission Day at five o'clock.
7. John said, "We left home at 3.45 p.m."

### 23. VALENTINE

Long ago there lived a priest named Valentine. This good man was noted in all the country round for his kindness. He nursed the sick, comforted the sorrowing, and was always ready to give help to any one who was in need. Valentine dearly loved the children, and those who went to him for food or clothes were never turned away.

After this kind priest became too old to go about among his people he was very sad, because he thought he could no longer be of any help to them. Then he remembered that he could write loving messages to the sick and sorrowing. Soon his friends began to watch for the kind words that were sure to come whenever

sorrow or joy entered their homes. Even the little children would say, when they were sick, "I think Father Valentine will send me a little letter to-day."

But after a time no more letters were received, and then the news went abroad that good old Valentine was dead. Then every one said that such a kind man was good enough to be called a saint. And from that day to this he has been known as Saint Valentine.

It was not long before people began to celebrate his birthday, by sending loving messages to their friends. The notes and letters containing these messages were called *valentines*.

This all happened years ago, but good Saint Valentine is still remembered on the 14th of each February.

I. What was the priest's name? For what was he noted? Of whom was he very fond? How did the people feel when he became old? What did he then do? What did children say when they were sick? Why did the letters stop? In what way did the people show that they remembered the good priest?

II. Give a made-up account of a day in Valentine's life, naming at least three people whom he visited and telling how he comforted them.

III. Learn these lines:

The valentine I'm sending says,  
"The one that I love best";  
There's only one to give that to;  
Perhaps you may have guessed.  
I'll send it with my dearest love  
To you, dear mother mine,  
To tell you that I'll always be  
Your faithful valentine.



Tell some things the boy sending this must do to prove himself his mother's "faithful valentine."

IV. Write a story about sending or receiving a valentine, or write an account of two or three things the boy of III did for his mother, or for some one else.

## V.

## Contractions

Mary was telling her friend about a picnic. Her friend said :

I was not there. I *wasn't* ready when the train started, and I *couldn't* go.

You will notice that she used the expression *wasn't* in place of the words *was not*. She also used *couldn't* in place of *could not*. *Wasn't* and *couldn't* are shortened forms, or contractions. In these words, the letter *o* of the word *not* is omitted, and the apostrophe (') takes its place.

Sometimes more than one letter is omitted when we contract words: thus, *I have* is often contracted into *I've*, two letters being omitted.

Write the following full forms and their contractions:

I am, I'm	They are, They're	Could not, Couldn't
You are, You're	There is, There's	Would not, Wouldn't
He is, He's	Where is, Where's	Should not, Shouldn't
He is not, He isn't	What is, What's	Must not, Mustn't
We are, We're	Who is, Who's	Have not, Haven't

**24. JACK FROST**

Oh, there is a little artist,  
Who paints in the cold night hours  
Pictures for little children  
Of wondrous trees and flowers,

Pictures of snow-white mountains  
Touching the snow-white sky,  
Pictures of distant oceans  
Where pretty ships go by,

Pictures of rushing rivers  
By fairy bridges spanned,  
Bits of beautiful landscapes  
Copied from fairyland.

The moon is the lamp he paints by,  
His canvas the window pane,  
His brush is a frozen snowflake,  
Jack Frost is the artist's name.

**I.** Who is the little artist? What does he do? Why does he paint in the cold hours? Why at night? Does he ever paint by day? Tell what he paints. What is his lamp? His canvas? His brush? For whom does he paint?

**II.** Write this poem, giving especial attention to the capitals and punctuation marks.

**III.** Tell an imaginary story of Jack Frost.

IV. Write a story about this little artist, or about something you did in winter.

V. **Yes and No**

Note the answers to the following question:

John, do you like dogs?	{	<i>Yes.</i> <i>No.</i> <i>Yes, if they are not cross.</i> <i>No, I do not like dogs.</i>
-------------------------	---	---

**Yes and No when used alone to answer questions should begin with capitals and end with a period.**

**When used with other words, they are usually followed by a comma.**

Write answers to the following questions, using *yes* or *no* alone:

1. Are you sick?
2. Are you alone?
3. Did you see the doctor?
4. Will you go home with me?
5. Do you like to play ball?
6. Should the letter be answered now?
7. Will you study your lessons to-night?

Write answers to the above questions, using *yes* or *no* with other words.

## 25. THE COVETOUS MAN

A man who had saved a large sum of money dug a hole in one of his fields and hid it there. The great pleasure of his life was to

go and look at his money once a day. One of his servants, seeing his actions and thinking that there was something of value in the place, came at night and carried the money off. The next day the owner returned as usual to the place, and seeing that his money was gone, tore his hair for grief, and cried aloud to the woods and meadows. At last a neighbor who knew his love of money, overhearing him and learning the cause of his sorrow, said: "Cheer up, man, you have lost nothing. There is the hole for you to go and peep at still; and if you can but think your money is there, it will do just as well."

I. What did this man most enjoy? Mention some of the real pleasures of life that he was missing. What did one of his servants do? What did the man do when he found out about his loss? What did his neighbor tell him?

II. Give some other probable acts of the man spoken of in the story.

III. Tell this fable in your own language.

IV. Write an account of somebody who worked and earned some money, and then used it in a way that made some one very happy. You may write about a boy or about a girl.

V.

#### The s-Form

One day James was talking about himself and his friend. He said:

I *write* in the morning. John *writes* in the evening.

You will notice that when he spoke about himself, he said *write*, and when he spoke of another person, he said *writes*. *Writes* is called the s-form of *write*. We use it in speaking of persons and things; thus:

John *walks*. Water *flows*. The tree *bends*.

Write sentences each containing the s-form of one of the following verbs:

Hear, run, see, talk, walk, write, get, fall.

## 26. A FAREWELL

Farewell, dear child, I have no song to give thee;  
No lark could pipe to skies so dull and gray;  
But ere we part one lesson I would leave thee,  
For every day:

Be good, sweet maid, and let who will be clever;  
Do noble things, not dream them, all day long;  
And so make life, death, and that vast forever  
One grand, sweet song. — *Charles Kingsley*.

I. What word is often used instead of *farewell*? What does *farewell* mean? What does *good-by* mean? Read this poem carefully several times. Who do you think is speaking? Why? When a mother says good-by, what does she often add? Why do the skies seem so dull and gray to this parent? Why does she wish to leave one lesson for her child? Why a lesson for each day? Why not a new lesson for each day? What is this one important lesson? If it is learned, what will be the result?

II. Give a list of good things a girl may do. What is meant by *clever*? Give a list of clever things she may do. What is meant by *dreaming noble things*? What are some noble things a girl may do? Learn this poem.

III. Tell a story, based upon this poem, of a mother who had to leave her little girl, and who gave her some good advice.

IV. Write a story of a girl who did good, noble things each day, instead of dreaming them.

#### V. Present and Past

John is sixteen years old now. He *was* fifteen years old last year.

The word *is* tells about present time. It is called the *Present Tense*. The word *was* tells about past time. It is called the *Past Tense*. Learn the past tense of the following words. We call them *Verbs*.

##### PRESENT TENSE

am, is, or are  
bring  
break  
begin  
build  
buy  
bite

##### PAST TENSE

was, were  
brought  
broke  
began  
built  
bought  
bit

Fill the following blanks, using the verbs in the list above:

1. I —— here to-day. I —— here yesterday.
2. You —— here to-day. You —— here yesterday.
3. I bring my book to-day. I —— it yesterday.
4. I buy candy now. I —— candy yesterday.
5. I build with blocks to-day. I —— with stones yesterday.
6. I buy bread to-day. I —— bread last Saturday.

Write as many of the verbs in the past tense given above as will properly fill the following blanks. Use other words after the verbs if you care to; thus, A man *broke his leg*.

- |               |                 |
|---------------|-----------------|
| 1. A man ——.  | 3. A girl ——.   |
| 2. A bird ——. | 4. The baby ——. |

## 27. THE FOX IN THE WELL

A Fox, having fallen into a well, tried by sticking his claws into the sides to keep his head above water. Soon after a Wolf came and peeped over the edge. The Fox asked him for help, begging that he would bring a rope, or something of that kind, which might aid him to get out. The Wolf, moved with pity at his trouble, could not help making known his feelings. "Ah! poor Reynard," said he, "I am sorry for you with all my heart. How did you fall into the well?"

"Nay, friend," replied the Fox, "if you wish me well do not stand pitying me, but lend me some help as fast as you can. For pity is but cold comfort when one is up to the chin in water and within a hair's breadth of drowning."

I. What happened to the fox? How did he keep from drowning? What did the wolf say? Did he offer to do

anything? What good would talking do? What did the fox reply?

II. Tell this story in your own words.

III. Tell a story or a fable in which some animal talks or acts like a human being.

IV. Write or tell of something done by a fox or a wolf, or tell of something done to help a person out of trouble.

**V. Present and Past (*Continued*)**

Learn the past tense of the following verbs:

PRESENT	PAST
borrow	borrowed
catch	caught
come	came
cry	cried
climb	climbed
drink	drank
do	did
draw	drew
drive	drove
eat	ate

Use the past tense of these verbs in sentences about a woman; about a girl; about a boy; about a man.



**28. THE SWORD OF BUNKER HILL**

He lay upon his dying bed,  
His eye was growing dim,  
When with a feeble voice he called  
His weeping son to him:  
“Weep not, my boy,” the veteran said,  
“I bow to Heaven’s high will;  
But quickly from yon antlers bring  
The sword of Bunker Hill.”

The sword was brought; the soldier’s eye  
Lit with a sudden flame;  
And, as he grasped the ancient blade,  
He murmured Warren’s name;  
Then said, ‘My boy, I leave you gold,  
But what is richer still,  
I leave you, mark me, mark me, now,  
The sword of Bunker Hill.

“Oh! keep this sword,” his accents broke, —  
A smile — and he was dead;  
But his wrinkled hand still grasped the blade,  
Upon that dying bed.  
The son remains, the sword remains,  
Its glory growing still;  
And twenty millions bless the sire  
And sword of Bunker Hill.

— *William R. Wallace.*

I. Who was on his dying bed? What is a veteran?  
For what did he ask? Where was the sword? Why was it  
called the “sword of Bunker Hill”? How do you think  
he got it? Why did the soldier’s eye light with a sudden

flame? Ask your teacher to tell you about Warren. Why did the soldier murmur his name? What two things did the veteran leave to his son? Which did he think the richer? Why?

II. Tell this story in your own language.

III. Tell anything you know about Bunker Hill.

IV. Write a true or a made-up account of the capture of a sword, a rifle, or a cannon.

**V. Present and Past (*Continued*)**

Learn the past tense of the following verbs:

PRESENT	PAST
feed	fed
go	went
grow	grew
help	helped
hear	heard
is	was
jump	jumped
know	knew
lose	lost
learn	learned

Change the following so that they will show past time:

- |   |                                    |
|---|------------------------------------|
| 1. He hears the wind.                   | 5. The boy is here.                |
| 2. The girls go to town every Saturday. | 6. The boy learns his lesson.      |
| 3. The little boy helps his mother.     | 7. The girl often loses her place. |
| 4. The plant grows well.                | 8. The boy feeds the chickens.     |

Change the following to show present time:

- |   |                               |
|---|-------------------------------|
| 1. The man went to the city every day.  | 3. The plant grew large.      |
| 2. The boys heard the song of the bird. | 4. I knew the boy well.       |
|   | 5. The driver fed his horse.  |
|   | 6. The girl was at the party. |

## 29. MARY SHEPHERD

Two hundred years ago Mary Shepherd, a girl of fifteen, was watching for the savages on the hills of Concord, while her brothers were thrashing in the barn. Suddenly the Indians appeared, slew the brothers, and carried her away. In the night, while the savages slept, she untied a stolen horse, slipped a saddle from under the head of one of her captors, mounted, fled, swam the Nashua River, and rode through the forest, home.

— *George William Curtis.*

I. How long ago was this? What was the girl's name? What was she doing? What happened? Tell just how she escaped. Describe what she had to do before she reached home.

II. Tell the story of Mary Shepherd in your own language.

III. Give the same story as though the girl herself were telling it.

IV. Write or tell a story of a child that was lost near home.

**V. Present and Past** (*Continued*)

Learn the past tense of each of the following verbs :

PRESENT	PAST
lie (to recline)	lay
lend	lent
need	needed
open	opened
run	ran
ride	rode
ring	rang
say	said
speak	spoke

Write the past tense of the verbs in place of the present tense in the following sentences:

1. The old man often lies on the grass.
2. I open the door when anybody rings the bell.
3. The little boy speaks to his mother.
4. The boy says "No."
5. The girls run home.
6. The child runs home.

**30. REVIEW**

I. Write the following from dictation:

1. We spoke to Mary Shepherd.
2. Dr. Mason came to see Rev. J. W. Singer.
3. The fox fell into the well.
4. The wolf came to see him.
5. The Indians began to fight.
6. A boy broke away from the Indians.
7. What does Jack Frost paint ?
8. What did the fox say ?
9. Where was the fox left ?

**II. Write the following from dictation:**

1. A farmer had several quarrelsome sons.
2. The father untied the bundle.
3. Valentine helped the boys and girls.
4. On his birthday we send loving messages to our friends.
5. We came from Fresno on Thanksgiving Day.
6. The 9.15 train was an hour behind time.

Write five sentences about "Off for America," p. 36.

**III. Write the following from dictation:**

1. In union there is strength.
2. The poet said, "Jack Frost is a little artist."
3. Do noble things.
4. England expects every man to do his duty.
5. Little Jack Frost walked through the trees.
6. "May I go to San José on Christmas?" asked Marie.
7. What did you eat for breakfast, Charlie? I ate beefsteak.

**IV. Complete the following story:**

Elizabeth Simpson had long been wishing that she could do something unselfish and helpful, but she was always unwilling to do what her mama asked.

But one day she came in from school with her face covered with smiles.

"Oh, mama," she cried, "in our work to-day we had a poem about doing noble things, not dreaming them all day long, and I am going to do something and not merely to think about doing. So I began on my way home. I met a little ragged girl on Wiston street who was crying, oh, so hard.

**V. Present and Past (*Continued*)**

Learn the past forms of the following verbs:

PRESENT	PAST
sell	sold
set (to place)	set
sit (to be seated)	sat
throw	threw
tell	told
take	took
tear	tore
teach	taught
think	thought
write	wrote

Make sentences each containing one of these past tenses.

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**NOTES****31**

I. Copy the following note. Study carefully the form, the capitals, and the punctuation.

May 20, 1910.

Dear Grandpa:

School will close next month, and then I shall go to see you. I hope the cherries will not all be gone before that time.

Your grandson,

GEORGE MOORE.

II. Why must a note show to whom and by whom it was written? Where are capitals used in the above note? Where are periods used?

III. Write a note similar to that in I. Suppose that you have sprained your ankle, and will not be able to attend school for a week. Write to your teacher, telling her what has happened, and asking her to let you know what lessons are given for the next day. Be careful about capitals and punctuation.

IV. Write the teacher a note, thanking her for sending the lesson. Tell her that your ankle is better and that you hope to be in school the next Monday. Ask her to keep on sending the lessons.

#### V. Writing Dates

In writing dates a period should follow the abbreviation of the month, and a comma should be used after the day of the month; thus, *January first, nineteen hundred ten* should, in the heading of a note, be written *Jan. 1, 1910*.

Write the following:

(1) The date of your birth; (2) the date of the birth of one of your friends; (3) of next Fourth of July; (4) of Washington's birth; (5) the date of last New Year's; (6) the date on which school began this year; (7) the date of the close of school last year; (8) the date of the last picnic you attended; (9) the date of the next holiday.

Use the following dates in sentences. The name of the month is not usually abbreviated in a sentence.

December 25, 1910; July 4, 1776; February 22, 1732; January 1, 1909; May 1, 1888.

## 32

I. Write to a schoolmate, asking him to let you know what lessons are to be studied for the next school day.

II. Write to a friend, asking him to come to see you, and to bring a story book for you to read while you are kept in the house.

III. Write to your cousin, telling him about your school, its location, its size, and the name of your teacher. Give a list of your studies, and tell which you like best, stating why.

IV. Write to a friend, telling of an afternoon you spent very pleasantly.

V.                      **Date and Time** (*Continued*)

Write a letter to a friend from your home. Date it to-day. Tell him of your visit to the Golden Gate Park, or some other place of interest. Tell him the day of the month, the year, and the hour when you started. Mention at least three things that interested you. Give time of leaving for home, and tell at what time you arrived.

## 33

I. Write a note to George and Mary, asking them to spend an evening at your home. Tell them who will be there and what games will be played.



II. Write an answer for them, as they should write it, saying that they will come.

III. Write an answer saying that they cannot come, and telling why.

IV. Exchange papers and mark the errors. Then rewrite your own note carefully.

## V                      There is — There was

*There is* and *there was* are used in speaking of but **one**; thus:

*There is* a boy in the school yard. *There was* a parade last Friday.

A mother said to her son:

John, *there is* a book on the table in the parlor. On the mantel *there is* an apple. Please bring them to me.

In a similar way write sentences to tell the following things:

(1) Tell Mary that there is an orange in the cupboard; (2) that there is a mouse in the room; (3) that there is a dog in the hall; (4) that on the street there is a Chinaman; (5) that under the table there is a cat; (6) tell John that there was a fire in Oakland last night; (7) that there was a large elephant at the show; (8) that there are apples on the table.

Use *there was* in five sentences of your own. Be sure to speak of only *one* person or thing in each. Begin with:

Last year; In the street; Last night; Last Thanksgiving Day; Once upon a time.

Use *there is* in five sentences of your own. Be sure to speak of only *one* person or thing in each. Begin with:

In our school; Near our house; Upstairs; In the cellar; On the beach; In the mountains.

### 34

I. You are to spend a Saturday afternoon with your uncle. Tell the class where you are going and how, what you are going to do, and when you will return.

II. Write to your uncle, telling him that you hope to spend next Saturday afternoon at his home, if he is willing. Tell when you will arrive and when you expect to come home.

III. Write a note to your cousin, telling of a visit you once made. Tell where you went, what you saw, and what you did.

IV. Write a note giving a stanza of poetry for which a friend has asked. Give the name of the author.

V. **There is — There are. There was — There were**

*There are* and *there were* are used in speaking of more than one; thus:

There *are* many flowers in Golden Gate Park. There *were* many people at the picnic.

Fill the following blanks with *there is*, *there are*, *there was*, or *there were*:

1. One Friday afternoon — — a parade in Alameda.
2. — — a fine rose on the bush to-day.
3. Yesterday — — many steamers in the harbor.
4. In the house across the street — — five little children yesterday.
5. In the teacher's desk — — many papers to-day.
6. — — many problems on the blackboard this afternoon.
7. Once upon a time — — a little girl named Cinderella.
8. — — not many people in town to-day.
9. — — a great many in town yesterday.
10. In Oakland, California, — — a fire yesterday.

## 35

**I.** Write to a friend, asking him to attend a picnic. Tell who are going, where the picnic is to be held, how the place may be reached, and at what cost. Tell also what is to be done, and when your friend can return.

**II.** Write to your mother, telling her about a picnic you attended or about a visit you made. Tell anything that will be of interest.

**III.** Write to a friend, telling how a game you like is played, when and with whom you play it, and why you like it.

**IV.** Write to your sister, telling her something your pet animal has done.

**V.                                      Lie, Lies, Lay**

What should a boy say to his dog when he wishes him to lie down? What is the s-form of *lie*? What is the past tense? (*Lay*.)

Fill the following blanks with *lie*, *lies*, or *lay*:

1. Last night the dog —— on the door mat.
2. Yesterday I —— in bed until seven o'clock.
3. Do not —— on the wet grass.
4. He —— all night in the moonlight.
5. The robber did not come where I ——.
6. If you —— in the sunlight, you will be warm.
7. The sick girl —— in bed for three weeks.
8. Baby —— in his mother's arms now.
9. Mother —— in a hammock yesterday.
10. My horse —— all day in the shade.

## PART II

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### OBSERVATION

#### 36. THE RABBIT

I. How large is a rabbit? Describe its ears; its coat; its legs; its tail. Can a rabbit run fast? How far can it jump? Where does a rabbit stay in the daytime? On



what does it feed? How do rabbits sometimes injure plants, vegetables, and trees? Why are they sometimes used as pets? Why do people often hunt them?

Make sentences telling one thing, first; as, *The rabbit is as large as a cat.* Then make sentences covering two or more points; as, *The rabbit has long legs and sharp teeth.*

II. Write a description of a rabbit based on the above questions.

**III.****Ned's Bunny**

Would you hear about my bunny,  
And his little ways so funny?  
First of all, then, you must know  
He has a coat as white as snow,  
Staring eyes of pink so pale,  
And a tiny, dumpy tail.  
He runs about the nursery floor,  
The chairs and tables clammers o'er,  
And nestles down upon my lap,  
Beside the cat, to take a nap.

Describe Ned's bunny. How does the bunny spend his time? Where does Ned keep his bunny sometimes? What does he do there? What other pet is in the same place? Tell the story of Ned's bunny in your own words.

**IV.** Write a story about a pet bunny, or any other pet.

**V.****Present and Past**

Write sentences, each containing one of the following expressions from "Ned's Bunny":

hear      know      has      run      nestle      take

Write sentences each containing one of the following:  
hear, hears, heard; has, had; know, knew; run, runs, ran.

**37. THE SQUIRREL**

**I.** Compare the rabbit and the squirrel in the following respects: coat, ears, head, body, tail, home, and food. Tell some things a rabbit can do that a squirrel cannot do. Which does the more harm?

**II.** Tell what you know about a squirrel, using the things referred to in I.

**III.** Which makes the better pet, a rabbit or a squirrel? Why? What use is often made of the skin of the rabbit? Of the skin of the squirrel?

**IV.** Tell a story about a squirrel or some other animal.

**V.                                      Singulars and Plurals**

Learn the following:

**SINGULAR (Only One)**

boy  
girl  
book  
stone  
hat

**PLURAL (More than One)**

boys  
girls  
books  
stones  
hats

Write the plurals of the following words: arm, dog, rat, cat, day, song, chair, floor, door. What have you added to each to make it plural? Look at the following:

**SINGULAR (Only One)**

box  
church

**PLURAL (More than One)**

boxes  
churches

Write the plural of the following: arch, bench, watch, wish, brush, tax, fox, glass, Miss, fish.

Write the following from dictation:

1. Mr. Wilson bought two boxes of candy on Friday.
2. Dr. Jones went to two churches on Sunday.
3. James said, "How many oranges did you get at Redlands?"
4. The foxes were caught on Thanksgiving Day.
5. Two horses in San Francisco were sold to Mrs. Green.

### 38. THE HEN

I. In what part of the head are a hen's eyes? Have you ever seen her ears? How do they differ from a rabbit's? From a squirrel's? Describe her bill. Why is it so hard at the point? How is her body covered? With what are her legs covered? How many toes has she on each foot? Which way do





they point? Why cannot a hen fly far? Where does she sleep? What kind of food does she like? What enemies has she? How does she defend herself from them?

II. Tell how the hen is of value to man. How does she sometimes give trouble? What will a hen do when her chickens are scared? How does she call her chickens? What does she do when she sees a hawk? What do the chicks do then?

III. Tell a story of how a hen defended her chicks against a rat or a cat, or how a boy bought a suit of clothes by selling eggs, or how a girl saved the life of a chicken, which later became a pet.

IV. Write or tell a story of the fun some children had with Easter eggs.

V.                   **Singulars and Plurals** (*Continued*)

Study the following:

SINGULAR	PLURAL
calf	calves
half	halves
shelf	shelves
leaf	leaves
thief	thieves
wife	wives
knife	knives
loaf	loaves
sheaf	sheaves
wolf	wolves

Write the following from dictation :

1. In one there are two halves.
2. There are five shelves in the bookcase.
3. Mary said, "Dr. Black admires autumn leaves."
4. Six Russian wolves were shot on February 22, 1909.
5. The wagon was loaded with sheaves.
6. The Filipinos often carry long knives.
7. The thieves stole six loaves from the shelves.
8. The men and their wives came to the city.

### 39. THE DUCK

I. What difference is there between the head of a hen and that of a duck? Compare their bills. What difference is there between the neck of a duck and that of a hen? Where does the duck like to be? Why does it not sink? On what does it feed? Of what use are ducks?

II. Write answers to the questions in I.

III. Tell about anything you have seen a duck or some other bird do. Tell where it was, when it was, what you were doing before you saw it, and what you did afterward; or tell the story of "The Ugly Duckling."



IV. Complete the story begun in the following lines:

Whistling to his dog, Tom ran into the barnyard. He had gone but a short distance when he noticed a duck that seemed un-

able to walk. As he came near it the duck tried to waddle away, but he picked it up and found that one of its legs was broken.

**V.                    Singulars and Plurals** (*Continued*)

Learn the following:

SINGULAR	PLURAL
baby	babies
lady	ladies
city	cities
country	countries
penny	pennies
duty	duties
lily	lilies
beauty	beauties

Write the following from dictation:

1. At four o'clock Wednesday, June 3, Dr. Jones bought five lilies.
2. The little newsboy has five pennies.
3. The ladies will come at four o'clock p.m.
4. The babies like to ride.
5. Buffalo and Rochester are cities in New York.
6. American Beauty roses are beauties.
7. Newsboys are sometimes called newsies.
8. His duties kept him at home.

**40. THE SHEEP**

**I.** What kind of coat has the sheep? Of what use is this coat to the sheep and to us? How do farmers get the wool from the sheep's back? On what does the sheep feed?

What kind of pet does it make? How does it compare in sense with the dog? With the horse? Why do you think so? What enemies has the sheep? What means of defense?



**II.** Tell a story about a sheep, answering some of the above questions.

**III.** Write or tell the story of "Mary and her Lamb," or tell about a lamb that was found, almost dead, by a shepherd. He took it home and gave it to his children, who cared for it and played with it.

**IV.** Write or tell the story of wool from the time it grows on the sheep's back until it is made into some article of clothing. Give the changes it goes through, as far as you can.

**V.                    Singulars and Plurals (*Continued*)**

Study the following:

SINGULAR	PLURAL
man	men
woman	women
child	children
ox	oxen
foot	feet
tooth	teeth
goose	geese
mouse	mice

Write the following from dictation:

1. On Thanksgiving Day a flock of geese came into our meadow.
2. Five men and three women were lost near the Seal Rocks.
3. The school children will celebrate Memorial Day.
4. The house was overrun with mice.
5. The teacher said, "How many feet are there in a yard, James?"
6. Oxen are too slow for most travelers.
7. On May Day there were many children in Golden Gate Park.
8. "The baby has five teeth," said Jennie to her brothers.
9. Ask Dr. Williams if he lives in Sacramento.

**41. THE GARDEN**

I. Where does the currant grow? On what does it grow? What is the usual height of the bush? What is the color of the fruit before it is ripe? After it is ripe? What is its taste? Tell some of the uses of currants.

**II.** Where does the turnip grow? What is its usual size? What is its shape? What is the color of the outside? Of its flesh? What part of the turnip do we eat? At what season of the year is the turnip most used?

**III.** Name the vegetables that supply food from parts growing in the ground; from parts growing above the ground. Name some that contain much juice; little juice. Name those that are usually eaten raw; cooked. Name those that must be used promptly; those that may be kept until winter. Name those you like best.

**IV.** Write or give an account of something you planted or which grows in California.

#### **V. Quotations**

Copy the following sentences :

1. John said, "I am going home to-morrow."
2. The teacher asked, "What is the answer?"
3. The man inquired, "Which is the road to Stockton?"
4. We all said, "We'll study hard."
5. John asked, "What was the score?"

Write five quotations each telling what a friend said. Write five quotations that are questions. Do not forget to begin each quotation with a capital.

### **42. SWIMMING AND WADING**

**I.** Where did you first wade or try to swim? Describe the place. The kind of day. Tell the troubles you had, if

any. Have you ever used a swimming board? How is it used? Can you float? How do you do it? Why do you think swimming or wading pleasant exercise? Is it healthful? Why?

**II.** Write answers to three of the above questions.

**III.** Tell a story about swimming or wading.

**IV.** Write or tell of an incident in which a dog or some other animal swam; or in which some boys threw sticks into the water and sent a dog after them.

**V. Quotations** (*Continued*)

Copy the following sentences. (Be sure to begin each quotation with a capital. Do not forget the quotation marks.)

1. "The ship has come in from China," said the sailor.
2. "When shall we go to the picnic?" said the little boy.
3. "Who will erase the work on the board?" said the teacher.
4. "John, let us go to Mission street," said William.
5. "What are little boys good for?" said Mother Goose.

Write quotations telling (1) what a boy said to his dog; (2) what a man said to his horse; (3) what a mother said to her son; (4) what the man said to the butcher; (5) what a child said to you.

**43. THE POTATO**

**I.** Give a description of the potato: its size, shape, skin, and eyes. How is it planted? Where do potatoes grow? How are they prepared for food? How many kinds of potatoes are there? Compare the sweet potato with the Irish potato.



**II.** Write answers to three of the above questions.

**III.** Give an account of a day spent at work in a potato field, or at some other farm work, or of a day spent in the woods or on an excursion.

**IV.** Write or tell in full how to prepare potatoes for food in some manner.

**V.**                      **Quotations** (*Continued*)

Write the following from dictation:

1. "Do those peaches come from Los Angeles?" said the man to the dealer.
2. "No, I think not," said he.
3. "Does your school begin at nine o'clock?" asked John.
4. John replied, "No. It begins at 8.45."



5. "Will you walk into my parlor?" said the spider to the fly.
6. "I saw two monkeys in the show," said Harry.
7. "I saw two monkeys, too," said his sister.
8. "Don't you think Christmas is the best holiday?" said little Mary to her brother.
9. "Were you born on Thanksgiving Day?" asked the man.
10. The boy answered, "No, I was born November 23."

#### 44. THE FLAG

I. How many colors are there in our country's flag? What are they? Give the colors of the stripes. How many of each color? What is the name of the blue part of the flag? (The field.) What does the field contain? How many? Why? Why are there thirteen stripes? What may cause an increase in the number of stars? What does the flag represent?

II. Give a complete description of the American flag.

III. Tell the different ways in which the flag may be honored: for example, by soldiers, by sailors, by military officers, by patriotic citizens, by school children, in parades. Why is no advertising allowed on the flag? How may each of us best honor the flag in everyday life?

IV. Write or tell an interesting story about a brave deed connected with the American flag; or tell how the flag saved the life of an American in a foreign country.

**V. Quotations** (*Continued*)

Notice the following quotation, in answer to the question, Who killed Cock Robin?

*"I," said the sparrow, "with my bow and arrow."*

The entire quotation is, *"I, with my bow and arrow."* You will notice that in the first sentence the quotation is broken by the words, *said the sparrow*. The dividing words, *said the sparrow*, are set off by commas and omitted from the quotation marks.

Copy the following quotations. (Be careful to put in all the marks and capitals.)

1. "I came from Boston this morning," said Julia.
2. "The answer," said the teacher, "will be given to-morrow."
3. "I intend," said James, "to be perfect in conduct to-day."
4. "I know," said the man, "that all good citizens should observe Memorial Day."
5. My mother said, "Thank you, Mary."
6. "Are there many Japanese in America?" asked the boy of his father.

**45. REVIEW****I. Make a sentence about each of the following:**

New York; George Washington; San Francisco harbor; Sacramento street; a park; the Chutes; Palo Alto; Christmas; New Year's; San José; the Fourth of July; the street on which you live; Admission Day.

**II. Write the following from dictation:**

1. James Watson said, "My father is a doctor."
2. February 22 is Washington's Birthday.

3. "I didn't say that I wouldn't go to San Diego," said Mrs. William Watson.

4. "There isn't any use in wishing," Jane replied to Emma.

5. Two boys weren't strong enough to carry that heavy box.

6. Last Saturday the train was two hours behind time.

7. "Will New Year's Day bring us any fun?" the boy said to his schoolmate.

8. We went to a picnic in June, 1909.

9. The house was built in March.

III. Write two sentences about George, William, Herbert, and Bessie, using the past tense of the following verbs: *go*, *tell*, *speak*.

IV. Write questions which these sentences answer:

1. Oranges grow in southern California.

2. She will come on the 5.30 train.

3. My mother lived in Portland, Oregon, five years.

4. John Brown was seen in Redlands on March 4, 1908.

5. Congress meets in the month of December at Washington, D.C.

6. My father isn't very well.      8. I live near Franklin square.

7. The train starts at 4.40.      9. School begins at nine o'clock.

V. **What Was Said**

Write a quotation telling —

(1) What a boy said when he found it was raining and he could not go to the picnic; (2) what a boy said to his friend about going to the woods; (3) what a man said when he wanted to know the time of day; (4) what a girl said after she had been playing in Golden Gate Park; (5) what Mary said after she had shaken hands

with the President; (6) what a boy from Berkeley said to a boy in San Francisco on Admission Day; (7) what Henry said to the doctor when he reached the office.

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*PICTURES*

**46. THE GREEDY GUEST**

**I.** Look at the picture on the next page. Maud has come to visit Helen and her little brother. What are they playing? Where? Why not in the house? Who do you think set the table? Why do you think so? Where did they get the dishes? What have they to eat? To drink? What guest have they? Was he invited? Why do you think so? What food was intended for Blackie? What is he doing? Why did he not wait for the rest? Why is the little boy standing? Why is Maud laughing? What shows that the cat has been well fed in the past? What shows that he is kindly treated?

**II.** Tell or write what Helen, the large girl, said when she proposed the party. What did Maud reply? What did Maud say when she went to call the cat? What did little Johnnie say when he saw Blackie helping himself? What did Blackie do when his food was all gone?

**III.** Select the proper words in the following story:

Maud (come, came) to see Helen and her little brother. They played awhile in the house. Then they went out into the yard. There they played tea party. Helen (set, sat) the table. She



THE GREEDY GUEST

brought out her set of dishes which her mother (gave, give) her last Christmas. For their party they had bread sandwiches and milk.

They had a wooden rocker for Maud. Johnnie had a willow rocker. Old Blackie had a camp stool. When all was ready, Maud called Blackie. He came and jumped up on the stool. Then he put his paws on the table and (eat, ate) all his share.

**IV.** Write an account of this party, or write about a different party which you attended, or tell of a visit you made to a friend, or tell some interesting thing done by a pet cat.

**V. A Test — Quotations**

Insert the necessary quotation marks, apostrophes, commas, and periods in the following:

1. Do you think I said John will go
2. No I believe he will not go he replied
3. That is good I answered Let us hurry along
4. John will you close the door
5.               Where are you going my pretty maid  
                  To milk the cows kind sir she said
6.               Now dont you go till I come he said  
                  And dont you make any noise

**47. THE MUSIC LESSON**

**I.** Give the name of the child in the picture on page 96. What is she doing? What playmates has she? What are they doing? What kind of music are they making? Is the little girl singing? How did the lesson begin? How did it end?



. THE MUSIC LESSON

**II. Tell a story about how the dogs got up on the piano stool. Why is the girl looking at one of the dogs? How does she like the dogs? How does she treat them? How do they like her?**

**III.** Tell of some trick you have seen a dog do. Or tell about playing some instrument or playing some game. Or tell about gathering flowers.

**IV. Write a story about this little girl and her dogs, giving their names. Tell what they were doing before they came into the room, what made her think of giving this lesson, how the dogs liked practicing, and what was done after the lesson was over.**

Or write a story about sending or taking flowers to some one.

## V. Their

## What do children need in the morning?

**They need their bath.**

**They need their clothes.**

**They need their shoes and stockings.**

**They need their breakfast.**

**They need their overshoes (sometimes).**

**Tell four things that children need in the evening. Use sentences.**

**Write sentences with the following expressions:**

**Their homes; their mothers; their playmates; their fun; their  
dogs; their dolls; their playthings.**



**48. NAUGHTY**

**I.** Why is the little girl sitting in the corner? How does she feel? What do you think she has been doing? What is the dog doing now? Give names to the girl and her dog.

**II.** Tell how a dog showed that he was sorry for some one. Tell how a child showed sorrow. In what ways may we show that we are sorry for some one who is ill or in trouble?

**III.** When will this little girl be allowed to get down from the stool? What do you think the two will do then? What may the little girl do to please her mother? What kind of home has this little girl? What things in the picture show this?

**IV.** Write answers to three of the questions above. Or tell a story about this child and her dog. Or write a story about a dog that saved the life of a child, or about a child that saved the life of a little dog.

**V.****Those**

A teacher said,

*Those* pupils by the door will please be seated. *These* in the front row will please stand.

She used the word *these* in speaking of the pupils near her, and *those* in speaking of the pupils farther away.

*Caution.* Do not use such expressions as "These here apples," "them there apples." Say *these* apples, *those* apples.



NAUGHTY

Fill the following blanks with *these* or *those*:

1. — flowers on the desk are withered, and — in my hand are fresh.
2. — problems in yesterday's lesson were hard.
3. — in to-day's lesson are easy.
4. I brought — books on the other side of your desk.

Write from dictation:

1. I saw those flowers in the street.
2. I heard those boys playing.
3. Jane, have you brought those papers?
4. William, do you see those boys on the playground?
5. Give me those books in your desk.
6. Tell those girls to come in.
7. The man brought those flowers for the teacher.

Make sentences containing the following expressions:

Those boys; those men; those women; those wagons; those babies.

#### 49. GATHERING WATER LILIES

I. Who are in the boat? What flower does the lady admire? Where do George and Henry know there are many to be found? How far is it from their home? What do they offer to do? What kind of boat do they have? Tell about the water (swift or sluggish, deep or shallow). What trouble do they have in rowing? When they reach the lily beds, what success do they have in finding lilies? Why is Henry seated in the middle of the boat? What is George doing? What is the lady doing? What will she do with the flowers on her return?



GATHERING WATER LILIES

II. After getting all the flowers they wanted, they rowed to a shady place and ate a lunch which their mother had provided. Tell what it contained. Where did they get water to drink? What wild flowers did they find? What birds did they see? What hill did they climb? At what time did they start for home? Who rowed back? What did George say to his mother when he showed her what he had gathered? What did Henry say as he told of the good lunch?

III. Tell or write the story of the picture.

IV. Write or tell of a pleasant time you once had gathering water lilies, or other wild flowers, or spending a day in the woods, or helping prepare flowers for a wedding or a party, or rowing a boat, or visiting some friends in the country.

V. **Those** (*Continued*)

Complete the following sentences, using *those*:

- |                             |                          |
|-----------------------------|--------------------------|
| 1. Mary told Jane about     | 6. We will omit          |
| 2. I will not go with       | 7. Can you see           |
| 3. I shall go to see        | 8. Where did you get     |
| 4. I heard what             | 9. What will you do with |
| 5. The old man was watching | 10. Did you know         |

Make five sentences containing *those*.

## 50. A TEMPTATION

I. Look at the next page. Why has this woman come out into the field? What shows this? How does she ex-



A TEMPTATION

pect to catch the horse? What is in the sieve? Why is it necessary to offer him something to eat? Why does the horse turn his ears backward? What does he fear? What is shown by his raised feet? What will he probably do if the woman tries to take hold of him? Is he playful, suspicious, or inclined to do harm? Give reason for your opinion. What is shown by the appearance of the dog?

Give two or more reasons why the woman wishes to catch the horse. For what is this horse generally used?

II. Write or tell the story of this picture. Tell who the woman is, the purpose for which she needs the horse, the reason her father or brother did not come for him, and how she expects to catch him.

Tell in what ways the horse has been deceived at other times by persons who offered him something he did not like.

State whether or not she caught him, and used him for the purpose desired.

III. Write or tell of anything that you were led to do by promises, of an attempt made by you to catch a horse or other animal, of anything you were tempted to do, of a day spent in the country with a dog as a companion, or of a stroll in the woods or in the city, or of catching an animal by the use of a bait.

IV. Compare the woman in this picture with the one in the picture called "Fishing" (page 41), as to her hair, face, age, dress, shoes, and nationality.

**Write from dictation:**

- ## 51. AT THE FOUNTAIN

**II. Where is the water in which the boy is sailing his**





AT THE FOUNTAIN

boat? What do you think the mother is washing? Is the little girl washing her hands or just playing in the water? Is the water warm or cold? Which is the better for washing clothes or hands, warm or cold water? Has the lady or little girl any soap? How do you know?

**III.** Tell the story of this picture.

**IV.** Write a letter to a friend telling of the fun you once had playing with a toy boat, or playing in water, or playing under the trees, or watching an older person at work. Or write a conversation that might be carried on between the persons in the picture. Write three things this child might say about the water. Two that she might say to her brother. Write what the boy probably said to his mother when he began to play with his boat.

**V. People from Different Countries**

What do we call people born in this country? (Americans.) People from Germany? From Russia? From Italy? From England? From Scotland? From Ireland? From China? From Japan? From Portugal? (Portuguese.) From Sweden? (Swedes.) From Norway? (Norwegians.) From Spain? From the Philippine Islands? (Filipinos.) From New York? (New Yorkers.) From Virginia? (Virginians.)

Write from dictation:

1. The Germans come from Germany.
2. The Chinese like rice.

3. The Spaniards live in Spain.
4. Many Japanese boys can speak English.
5. There are many Scotch and Irish in Boston.
6. "Can you speak Russian?" said James to Mary.
7. An Italian visited a Frenchman in Carson City.
8. Dr. Smith was called to visit a sick Swede.
9. Three Filipino boys are in Los Angeles.
10. Are there as many Norwegians as Italians in Chicago?

## 52. ON THE BEACH

### I. Fill in the blanks:

In this picture we see — persons.

The mother is standing on the beach bending over a little —. With her right — she is holding the little one, and with her left hand she is gently trying to lead the — to take the first step towards his —.

The baby wants to go, but feels afraid as he leans forward and listens to the kind voice of the father. It is plainly a warm day, for the baby's shoes — on the beach — the mother.

The father — on the ground mending a rope and looking at the child's first attempt to walk. He is barefooted, and so is his daughter, a girl of thirteen. She — on the sand, her hands resting on a coil of rope. She, too, watches with interest the child's attempt to walk alone.

In the right of the picture, on the shore, a large boat is drawn up. In the distance — — several fishing boats at anchor with nets up to dry.

II. Give names to these people. Tell how the father makes a living. How did he come to be seated on the beach? Why did the daughter come? Tell of the mother's watching the two and bringing the child to join the group. Why did



ON THE BEACH

she take off the child's shoes? How does she show her care for the little one? What will the father do when the baby tries to walk to him?

**III.** Write three sentences that you think the father is saying to the child. Three that the girl is saying. Three that the mother says. Do not forget to use quotation marks properly.

**IV.** Write or tell of a pleasant time you once had playing in sand, or taking a sail, or watching a sailor, or helping a child, or mending a boat, or a torn dress.

**V. People from Different Countries** (*Continued*)

Write from dictation:

1. The Virginians are proud of their state.
2. There are many Indians in the West.
3. The Texans are proud of their fine farms.
4. On the 4th of July, the Spaniards will sail for Spain.
5. The New Yorkers will visit our school January 3.
6. On May 1, 1898, the Spanish navy in the Philippines was destroyed.
7. John, how many Cubans are in your school?
8. The Chinese New Year's Day is in February.
9. "Where is that Swede?" asked the Irish policeman.
10. "The Swede," said the man, "ran down Mission street."

**53. PLAYING MARBLES**

**I.** Which is the largest person in this group? What is he doing? Why is he not standing? Why does he hold his



PLAYING MARBLES

knuckles so close to the ground? How is this game played? How many marbles in the ring? How many boys in the game? What must a boy do to win? What boys are these? Who owns the package of books on the ground? Why did he place them there? Why does the other boy with books hold them in his hand? Which boy has no great interest in the game? Why is he here?

II. In what other ways can a game of marbles be played? Give the names of the different kinds of marbles. Why do boys like the game? Why do girls seldom play marbles? Which do you like best, playing marbles, spinning tops, or flying kites? When is "marble time"? "Kite time"?

III. Write a five-line conversation between two boys about a game of marbles. Be careful to use quotation marks correctly.

IV. Tell a story about a game in which two boys became excited and almost angry, or tell of a boy who laid down his books to play a game and then went off without them. How he discovered his loss, where he found them, in what condition.

#### V. Teach, Taught

Answer the following questions in sentences, using *teach*, *teaches*, or *taught*:

1. Who teaches reading in this school?
2. Who taught you to read?
3. What did you teach your dog?

4. What does your mother teach the baby?
5. Who taught your class last year?
6. What can you teach a parrot to say?
7. What can a man teach a horse to do?
8. What had the showman taught the elephant to do?

### 54. THE VILLAGE BLACKSMITH

I. Look at page 115. What is the blacksmith doing? Why must the shoe be taken off? Why are shoes put on horses' feet? Why does it not hurt the horse to be shod? How are the shoes held in place? What shows that this horse has a careful owner? What kind of work do you think this horse does? (Note the slender, arching neck, the small ears, the opened nostrils.) Who has come into the shop? What is her errand? To whom is she speaking? What shows that the blacksmith is listening to what she is saying? What is the dog doing? To whom does he probably belong?

II. Tell the story of this horse — to whom he belongs, how he is cared for, the kind of food he eats, how he shows he is pleased, what he does when displeased, and how he acts when turned loose in a pasture.

III. Write a conversation between this blacksmith and this lady — five or more lines. Be careful to use quotation marks properly.

IV. Write a letter telling of a visit to a blacksmith shop, or of a ride on a spirited horse, or of a romp with a dog, or of



taking a horse to the blacksmith shop, or of receiving a friendly call from a neighbor.

## V. Words used with Prepositions

Note the following sentences:

John waited *for* me. He spoke angrily *to* me. He threw a stone *at* my dog. He then ran away *from* me.

Such words as *for*, *to*, *at*, and *from* are prepositions. After prepositions we use names. We also use such words as *me*, *us*, *him*, *her*, and *them* (pronouns).

Combine each two of the following sentences into one sentence; thus, instead of "Mary called for you. Mary called for me," write *Mary called for you and me*.

1. Henry wrote to you. Henry wrote to her.
2. Jennie went with them. Jennie went with us.
3. Henry threw a stone at him. Henry threw a stone at me.
4. The officer called for him. The officer called for her.
5. May I sit beside you? May I sit beside her?

Write answers to the following questions. Use one of these expressions in each answer: *you and me*, *her and her mother*, *them and us*, *you and William*, *them and me*, *her and John*, *him and them*.

1. For whom did the man call?
2. For whom did you go to the store?
3. About whom was the story told?
4. Near whom do you sit?
5. At whom did he throw?
6. To whom will you give the roses?



THE VILLAGE BLACKSMITH

Fill the following blanks. Do not use names.

1. I sat between — and —. 2. We came to play with — and —. 3. Here is some candy for — and —. 4. Give these oranges to — and —.

## 55. REVIEW

I. Write the following from dictation:

“Well, Bob, what do you want?”

“My name is not Bob,” said Marco. “I don’t see what makes everybody call me Bob.”

The man made no reply to this.

“Is Mr. Ball here?” said Marco. “I want to see Mr. Ball.”

“And what do you want of Mr. Ball?” said the man. “They call me Ball sometimes.”

“I want to get a horse,” said Marco.

“A horse!” replied Mr. Ball. “You are not old enough to be trusted with a horse.”

II. Make up and write a conversation between a girl and a woman whom she does not know. The girl comes to get two quarts of milk each evening from the woman. Have each one speak at least three times. Use the words *said*, *replied*, and *answered*. Be sure to punctuate correctly.

III. Write the following from dictation:

Look up and not down.

Look forward and not back.

Look out and not in.

Lend a hand.

— *Edward Everett Hale.*

"Where did you come from, baby dear?"

"Out of the everywhere into the here."

"Where did you get your eyes so blue?"

"Out of the sky as I came through."

"How did you come to us, you dear?"

"God thought of you, and so I am here."

— *George MacDonald.*

IV. Give a description of the picture "The Village Blacksmith" (page 115), or of some other picture.

V. **Words used with Prepositions** (*Continued*)

Answer the following questions in sentences:

1. By whom were you taught last year?
2. At whom did the boy throw the stone?
3. With what did the man strike the dog?
4. With whom do you like to play?
5. For whom did you bring those flowers?
6. About whom did you speak?

Use the following expressions in sentences:

To you and me; to Sacramento; through the city; into the river; from Denver; to the Ocean; beside the tree; from him and me; over land and sea.

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STORIES AND POEMS

56. **BRUCE AND THE SPIDER**

There was once a king of Scotland whose name was Robert Bruce. The king of England was at war with him, and had led a great army into Scotland to drive him out of the land. Six

times had Bruce led his brave little army against his foes, and six times had his men been beaten. At last his army was scattered, and he was forced to hide himself in the woods.

One rainy day Bruce lay on the ground under a rude shed. He was ready to give up all hope. As he lay thinking, he saw a spider over his head, making ready to weave her web. He watched her as she toiled slowly and with great care. Six times she tried to throw her frail thread from one beam to another, and six times it fell short.

"Poor thing !" said Bruce. "You, too, know what it is to fail."

But the spider did not lose hope with the sixth failure. With still more care she made ready to try for the seventh time. Would she fail again ? No ! The thread was carried safely to the beam, and fastened there.

"I, too, will try a seventh time !" cried Bruce.

He arose and called his men together. He told them of his plans, and sent them out with messages of cheer to his people. Soon there was an army of brave Scotchmen around him. Another battle was fought, and the king of England was glad to go back into his own country.

The lesson which the little spider had taught the king was never forgotten.

— *Adapted from Baldwin's "Fifty Famous Stories Retold."*

I. What was the name of the king of Scotland? What kind of man was he? Why was his kingdom in danger? How many battles had been fought? Who had been successful? How did this affect Robert Bruce? How did it affect his army? Where did Bruce go? How did he feel? What did he see? How many times did the spider try? With what success? How did this affect Bruce? What did he do?

**II.** Point out the things in the story that show bravery; that show perseverance; that show kindness.

**III.** With book closed, tell the story of Robert Bruce. In two or three concluding sentences, tell the kind of man you think he was.

**IV.** Write or give an account of something you tried very hard to do. Tell of your success or failure.

**V. Past Tense, Capitals, Quotations**

Write the following from dictation:

1. They went to Sacramento on January 1.
2. I saw you in Chicago.
3. They were too late for the train on New Year's Day.
4. The man said, "I went to see the new school in San Francisco."
5. "Did you get the potatoes?" said the cook.
6. "No, there were none for sale," answered the boy.
7. "Do you live on California street?" said George to Harry.
8. "Did you cut this hard wood?" said the teacher.
9. "No, my knife is too dull," replied the janitor.
10. We walked from Hyde street to Jones street in San Francisco.

**57. THE CAPTAIN'S DAUGHTER**

We were crowded in the cabin,  
Not a soul would dare to sleep.  
It was midnight on the waters,  
And a storm was on the deep.

As thus we sat in darkness,  
Each one busy with his prayers,  
"We are lost!" the captain shouted,  
As he staggered down the stairs.

But his little daughter whispered,  
As she took his icy hand,  
"Isn't God upon the ocean,  
Just the same as on the land?"

— *James T. Fields.*

**I.** Read the poem carefully. Tell all you can about the effects of a severe storm. Who were crowded in the cabin? Why? Why did they not dare sleep? Why did they fear the storm? Why were they busy with their prayers? Where had the captain been? What had he been doing? Why did he come down? Why did he shout? Why stagger? Why would it be worse for the captain to give up than for any other? Why was his hand icy? What did his daughter mean?

**II.** Write the poem from dictation and commit it to memory.

**III.** Tell the story in your own words. In conclusion, tell what it teaches.

**IV.** Give an account of a storm that you have seen.

**V. The Paragraph**

Notice the divisions in the story on pages 117 and 118. Each division in print is called a *Paragraph*.

In writing we place in the same paragraph those sentences which relate to one part of a subject.

Notice that in print the first word of each division or paragraph is set in from the margin. The same thing should be done in writing.

Write in your own words the story of Bruce and the Spider. Put each distinct part of the story in a separate paragraph.

### 58. GRACE DARLING

It was a dark September morning. There was a storm at sea. A ship had been driven on a low rock off the shores of the Farne Islands. It had been broken in two by the waves, and half of it had been washed away. The other half lay yet on the rock, and those of the crew who were still alive were clinging to it.

On one of the islands was a lighthouse, and there, all through that long night, Grace Darling had listened to the storm.

Grace was the daughter of the lighthouse keeper, and she had lived by the sea as long as she could remember.

"We must try to save them!" she cried. "Let us go out in the boat at once!"

"It is of no use, Grace," said her father. "We cannot reach them."

"We cannot stay here and see them die," said Grace. "We must at least try to save them."

In a few minutes they were ready. They set off in the heavy lighthouse boat. At last they were close to the rock, and now they were in greater danger than before. But after many trials Grace's father climbed upon the wreck, while Grace herself held the boat. Then, one by one, the worn-out crew were helped on board. Her father climbed back into his place. Strong hands grasped the oars, and by and by all were safe in the lighthouse.

— *Adapted from Baldwin's "Fifty Famous Stories Retold."*



**I.** Read the story. When did this incident occur? Describe the effects of the storm at sea. What had happened to the ship? To the crew? What is a lighthouse? What is it for? How is it kept? What kind of life do the lighthouse keepers lead? Tell what kind of things Grace probably learned to do. What kind of girl was she? What did she hear during the night? What did she see in the morning? What did she want to do? Why did her father object? Was he less anxious than Grace to save the men? Why did he know the danger better? How did Grace persuade him? What was the result? What shows that Grace was brave? Tender-hearted? Skillful?

**II.** Write or tell the story of Grace Darling, using your own words.

**III.** Write or tell an imaginary story about the brave deed of a boy or a girl living near the sea.

**IV.** Write or tell of a brave deed of which you have known, heard, or read.

**V. The Paragraph** (*Continued*)

Notice the divisions of the story of Grace Darling on page 121.

Write the story of Grace Darling, or some other story, in your own words. Place each separate part of the story in a new paragraph or division. Be careful to leave the proper space at the beginning of each paragraph,

## 59. NIGHT

The night has a thousand eyes,  
And the day but one;  
Yet the light of the bright world dies  
With the dying sun.

The mind has a thousand eyes,  
And the heart but one;  
Yet the light of a whole life dies  
When love is done.

— *Francis William Bourdillon.*

I. Read the poem carefully. What is meant by the eyes of the night and the eye of the day? Which gives the more light? What difference in the effect when each goes out? Have you ever seen the eyes of the night wink or twinkle? What is meant by the “dying” sun? What happens when the sun goes down? When the stars appear? What is twilight?

II. Write the poem from dictation. Learn it.

III. Tell in your own words about the eyes of the day and of the night, or tell of a walk or ride you have taken when the stars were shining.

IV. Write at least ten sentences telling of the games and other amusements suited to twilight hours, or telling how you spent some twilight hour.

**V. Learn, Learned**

Study the following:

PRESENT	PAST
I learn	I learned
You learn	You learned
He learns	He learned
We learn	We learned
You learn	You learned
They learn	They learned

Tell three things that you learn at school. Tell three that John or Mary learns. What does a horse learn? What does a monkey learn? What did your dog or your friend's dog learn? What does a boy in a store learn? What can one learn in the Park? What did the soldiers learn? Tell what a girl learns at home.

Write the following from dictation:

1. I learned how the seals bark on the Seal Rocks.
2. John learned a poem for Washington's Birthday.
3. At school we learn to recite promptly.
4. John learns to read distinctly.
5. At home we learned all about Christmas.
6. The teacher said, "Mary, did you learn that song?"
7. We learned to skate last winter, in New York.

**60. ARNOLD WINKELRIED**

A great army was marching into Switzerland. The soldiers would make slaves of the people. The men of Switzerland knew this. They knew that they must fight for their homes and their

lives. Every soldier was fully armed. What could the poor country people do against such foes as these?

"We must break their lines," cried their leader, "for we cannot harm them while they keep together."

The bowmen shot their arrows, but they glanced from the soldiers' shields.

"If we cannot break their ranks," said the Swiss, "we have no chance, and our country will be lost!"

Then a poor man, named Arnold Winkelried, stepped out.

"On the side of yonder mountain," said he, "I have a happy home. There my wife and children wait for my return. This day I will give my life for my country."

With these words he ran forward.

"Follow me," he cried to his friends. "I will break their lines, and then let every man fight as bravely as he can."

He had nothing in his hands, neither club, nor stone, nor other weapon. But he ran straight onward to the place where the spears were thickest.

"Make way for Liberty!" he cried, as he dashed into the lines.

A hundred spears were turned to catch him upon their points. The soldiers forgot to stay in their places. The lines were broken. Arnold's friends rushed bravely after him. They had no thought of fear, and they won at last.

— *Adapted from Baldwin's "Fifty Famous Stories Retold."*

I. What was the danger to Switzerland? What was about to happen to the people? For what were the men of Switzerland fighting? How did their army compare with that of the enemy? What did the bowmen do? With what result? What was tried next? With what success? Then what happened?

II. Tell in class, in your own words, the story of Arnold

Winkelried. Also tell stories of other brave men who have died for their country.

III. Tell all you can about the kind of man Arnold Winkelried was; how you think he would treat his animals; whether he was kind to his children; and how much he loved his country, as shown by things told in the story.

IV. Write or tell the story of a brave deed, real or imaginary, done by a boy or a girl.

V.

Set

Anna said to Mary:

Father *set* his watch last night. I *set* the table. Henry *set* the pitcher on the table while George *was setting* a trap for a rat.

Tell two things that you can set on the floor. (Thus, *I can set the pail on the floor.*) Tell two that Carrie was setting on the table. Make one sentence containing *sets*. Make one containing *was setting*. Make one containing *will set*.

Write from dictation:

1. Mary said, "Did you set the table, Clara?"
2. John said, "I set the trap last Thanksgiving Day."
3. I set my watch at 8 o'clock p.m. Decoration Day.

## 61. THE ARROW AND THE SONG

I shot an arrow into the air,  
It fell to earth, I know not where;  
For, so swiftly it flew, the sight  
Could not follow it in its flight.

I breathed a song into the air,  
It fell to earth, I know not where;  
For who has sight so keen and strong  
That it can follow the flight of song?

Long, long afterward, in an oak  
I found the arrow, still unbroke;  
And the song, from beginning to end,  
I found again in the heart of a friend.

— *Henry W. Longfellow.*

**I.** Describe a bow and an arrow. Who uses a bow? How is an arrow shot? Tell how this arrow went and what happened. What, in the second stanza, corresponds to the arrow? What to the bow? What became of the real arrow? Where was the song found at last?

**II.** In your own words tell the story of the poem.

**III.** Tell a story about a boy, or an Indian, with a bow and arrow, or about William Tell.

**IV.** Write this poem from dictation, and commit it to memory.

**V. Names of Books, Poems, and Newspapers**

A certain boy has the following books in his library: "Jack," "The Spy," "The Jungle Book," "Little Men," and "The Children of the Cold."

When a name of a book, or a poem, or a newspaper is used in a sentence, it is usually inclosed in quotation marks. The principal words in it should begin with capitals.

Write from dictation :

1. I read the "Youth's Companion."
2. "Alice in Wonderland" is a book for girls.
3. The "Evening Herald" is widely read.
4. Mr. Brown bought the "Evening Bulletin," and the "Saturday Evening Post."
5. Mr. Wilson takes the "Call" and the "San Francisco Examiner."
6. "Mother Goose" is a book for little people.
7. We can all sing "America."
8. "The Star-Spangled Banner" is one of our national songs.

## 62. SIR PHILIP SIDNEY

A cruel battle was being fought. The ground was covered with dead and dying men. The air was hot and stifling. The sun shone down without pity on the wounded soldiers lying in the blood and dust.

One of these was a nobleman whom everybody loved for his gentleness and kindness. Yet now he was no better off than the poorest man in the field. He had been wounded, and would die. He was suffering with much pain and thirst.

When the battle was over, his friends hurried to his aid. A soldier came running with a cup in his hand.

"Here, Sir Philip," he said, "I have brought you some clear, cool water from the brook."

The cup was placed to Sir Philip's lips. Then his eyes met those of a dying soldier who was lying on the ground close by. The wistful look in the poor man's face spoke plainer than words.

"Give the water to that man," said Sir Philip, quickly; and then, pushing the cup toward him, he said: "Here, my comrade, take this. Thy need is greater than mine."

— Adapted from Baldwin's *"Fifty Famous Stories Retold."*

**I.** Tell about the battle, the dead, and the dying. What time of year was it? What effect did the sun have on the wounded soldiers? Who was among the wounded? How did every one regard him? Why? Describe his condition. What did a soldier bring him? What did Sir Philip say and do?

**II.** Give this story in your own words, at the end telling the kind of man Sir Philip Sidney was. Or tell of a girl who stayed at home with a sick friend, instead of going to a picnic to which she had been invited.

**III.** Tell of an act of kindness you once saw a boy do for a man.

**IV.** Write an account of a brave deed done by an American soldier or sailor.

## **V. Words used in Place of Names**

Here are some words that we use instead of names: *I, we, you, he, she, they, it.* We can say:

I wrote,	We wrote,
You wrote,	You wrote,
He or she wrote,	They wrote.

We can also say:

John and I wrote. William and she wrote. He and I wrote.



Make sentences, using the following:

William and I	walked
Jennie and she	rode
My father and I	talked
Their sister and we	came
Maud and they	bought
He and I	called
He and she	read
You and they	saw

Fill the following blanks so as to make sentences:

1. He and I —.
2. He and we —.
3. You and he —.
4. You and they —.
5. She and I —.

### 63. GAELIC LULLABY

Hush! The waves are rolling in,  
 White with foam, white with foam;  
 Father toils amid the din;  
 But baby sleeps at home.

Hush! the wind roars hoarse and deep, —  
 On they come, on they come!  
 Brother seeks the wandering sheep,  
 But baby sleeps at home.

Hush! the rain sweeps o'er the knowes,<sup>1</sup>  
 Where they roam, where they roam;  
 Sister goes to seek the cows,  
 But baby sleeps at home.

<sup>1</sup> Knolls, little hills.

**I.** What causes the waves and foam? What is the father doing? What makes the din? What is the baby doing? Why are the sheep wandering? What is the brother trying to do? Why? What is the sister doing? Where are father, brother, and sister? Where is the baby?

**II.** Write the poem from dictation. Learn it.

**III.** Tell the story of a time when you were safe at home, and it was storming outside.

**IV.** Give an account of what the father, brother, and sister were doing, and of what the baby was doing at home.

**V. Words used in Place of Names (*Continued*)**

Write from dictation:

1. You and I will visit the Museum.
2. "He and she," said the girl, "will go to Oakland."
3. "John," said the Georgian, "you and I are old friends."
4. "What did you give for that Japanese fan?" said the boy.
5. They and I were invited to the party.
6. On Labor Day the Filipino said to the American, "I shall come to see you to-morrow."
7. The young lady told the boy to read "Robinson Crusoe."
8. The Oregon destroyed the finest Spanish ship.

**64. THE BRAVE THREE HUNDRED**

All Greece was in danger. A mighty army led by the king of Persia had come from the East, and in a few days would be in Greece. The king had sent messengers into every city and

state, bidding them give him earth and water in token that the land and the sea were his.

But they said, "No! we will be free!"

There was only one way by which the Persian army could enter Greece, and that was a narrow path between the mountains and the sea. This pass was guarded by Leonidas, the king of the Spartans, with three hundred Spartan soldiers.

Soon the Persian soldiers were seen coming. Leonidas and his Spartans held their ground. Some one brought them word that there were so many Persians that their arrows darkened the sun.

"So much the better," said the Spartans; "we shall fight in the shade."

But one by one the Spartans fell. At last their spears were broken; yet still they stood side by side, fighting to the end.

All day long the army of the Persians was kept at bay. But when the sun went down there was not one Spartan left alive. Yet Greece was saved.

— *Adapted from Baldwin's "Fifty Famous Stories Retold."*

I. What was the danger to Greece? What did the Persian army expect to do? How must they enter Greece? Who guarded this pass? How many Persians were there? How many Spartans? What word came to the Spartan soldiers? What did they reply? What was the outcome of the battle? Could so small a number hold back an army now? Give the reason for your answer.

II. Write or tell this story, giving the main facts.

III. Tell a true or an imaginary story of a brave deed done in a recent war; or the story of the Spartan boy and the fox he had stolen.

IV. Write or tell the story of a brave deed done by some one you know; or an imaginary story of a brave deed done by some one not a soldier.

V. Words used in place of Names (*Continued*)

Little Jennie said, "Mary took Jennie's candy." Little George said, "Tom took George's apple." When they grew older, they said, "Mary took *my* candy." "Tom took *my* apple." They used the word *my* instead of their names. Sometimes we use the following words instead of names, to show that something belongs to us:

my	our	your	his	her	its
mine	ours	yours		hers	

Fill the following blanks, using one of the words given above; thus, instead of "I lost — knife," write *I lost my knife*.

1. John feeds — dog.
2. Mary reads — book.
3. — teacher likes good lessons.
4. The rosebush lost — leaves.
5. James and I study — lessons together.
6. The boys found — hats.
7. The knife on the table is —.
8. The knife on the desk is not mine; it is —.
9. You know — lesson.
10. Did the boys see — father?

Write the following from dictation:

1. I lost my knife in Fresno.
2. On Thursday we were dismissed at 10 a.m.
3. Our school went to the picnic on June 30, 1908.
4. "When shall we know our grades?" said Ellen.
5. "America" is one of our songs.
6. Dr. Strong visited our school on Friday, March 25, 1907.

## 65. REVIEW

I. Give two original sentences containing *there is*. Write two original sentences, using *there are*. Write two original sentences each containing a quotation. Give two sentences each containing the names of two holidays.

II. What two uses of the apostrophe have you learned? Write the following from dictation:

1. The captain's daughter said, "Isn't God upon the water?"
2. The cup was placed to Sir Philip's lips.
3. But baby sleeps at home.
4. Bruce's army had met defeat six times.
5. Longfellow's poem, "The Arrow and the Song," is short.
6. Grace Darling's courage saved men's lives.
7. Robert Bruce's country was saved by a spider's web.

Show possession in the following without using the apostrophe and *s*; thus, instead of "the boy's sister," write *the sister of the boy*.

England's king; Arnold Winkelried's friends; the baby's blue eyes; the sun's heat; Benedict Arnold's treason; the dog's growl; a soldier's honor; Sir Philip Sidney's kindness; the child's cry; God's love.

III. Write the following sentences from dictation, and afterwards write them, using the uncontracted forms:

1. Where there's a will, there's a way.
2. It's known that he'll be glad to come.
3. Who'd know if we did it?
4. What'll you do about it?

5. The teacher'll let us go.
6. I'd be glad to go if he'd only let me.
7. We're going home now.
8. They're coming this evening.
9. Didn't you know they wouldn't be here?
10. I won't say that I didn't know.
11. I don't know; you don't know; we don't know; they don't know; *but*, he doesn't know.

IV. Write the following from dictation, using first the abbreviation and afterwards the full form:

1. Mark the package C.O.D.
2. The comet was seen in 29 B.C.
3. Trains leave at 9 a.m. and 3 p.m.
4. Gov. White will not approve the action.
5. Lieut. Jenkins was killed in the war.
6. The goods will be delivered April 10, at 3 p.m.
7. Rev. James Parker; Dr. Watson; Capt. F. L. Davis; Col. J. W. Blair.

Write the abbreviations of the following:

Answer; bushel; barrel; Doctor; Mister; Pennsylvania; California; Ohio; New York; Connecticut; Virginia; South Carolina; Kentucky; county; rural free delivery; quart; pint.

V. Complete the following story:

Before Captain Taylor started for Cuba with his company, he had said to Jennie, his ten-year-old daughter, "My brave girl must take good care of mama and the baby," and she had answered, "All right, papa, I'll do the best I can."

A month had passed and nothing unusual had occurred, when one stormy night she was awakened by her mother calling, "Jennie, oh, Jennie, come quickly!"

*LETTERS***66. THE LETTER FORM****HEADING**

50 Broad St., Jackson, Cal.  
Nov. 20, 1910.

**SALUTATION**

My dear Father:

**BODY OF LETTER**

I expect to leave here on Tuesday evening and to be at home in time for Thanksgiving dinner. I have had a good time at Uncle Joe's and shall tell you all about it when I reach home.

**CLOSING PHRASE**

Your loving son,

**SIGNATURE**

James F. Spar.

- I. Copy the above letter, omitting the names of the parts.
- II. Write a similar letter from your own home to a different person, and dated at some other time.
- III. Write headings, salutations, closing phrases, and signatures for the following letters:
  - A letter from Franklin H. Jones, living at 41 Vincent avenue, St. Louis, Missouri, to his son William H. Jones, living at 1987 Farview street, Chicago, Illinois, dated to-day.
  - A letter from William H. Jones to Franklin H. Jones, dated four days later.
  - A letter from William H. Jones to his brother Albert, who is attending Columbia University in New York, N. Y., dated October 5, 1910.

A letter from Joseph Addison Spenser to his school friend Richard Steele Dryden. Spenser lives on Rural Free Delivery Route No. 3, Mayville, Chautauqua County, New York, and Dryden lives in New Salem, Fayette County, Pennsylvania. Date it to-day.

A reply to the above, dated one week later.

IV. Write headings, salutations, closing phrases, and signatures for original letters to two of your friends, to your grandfather, to an aunt, and to a cousin.

V. Words used in Place of Names (*Continued*)

Three-year-old Johnny said to his mother one day, "Tom hit Johnny." To-day he would say, "Tom hit *me*," thus using the word *me* instead of the name John. The following pronouns are often used instead of names: *me, us, you, him, her, it, them*.

In the following sentences change the names to pronouns; thus, "I like Mary," may be changed to *I like her*.

1. I hear Jim.
2. You did not see William.
3. I saw the tree.
4. William ran a race with Blanche.
5. Jack struck George and me.
6. George and I will go with Anna.
7. You may play with Ethel and me.

Write the following from dictation:

1. Christmas brought fun to Jennie and me.
2. Last Fourth of July Mr. Harrison read a funny story in the "Examiner."



3. The train will bring us home at 8 p.m. September 1.
4. "When will you come to see me?" said the old man.
5. We will come on Labor Day and on New Year's Day.
6. You and I will play against him.
7. We three will run a race with you four.
8. John's hat was lost.
9. His brother found it.

(For further exercises, see Appendix, p. 215.)

### 67.

**I.** Write a heading and salutation suitable for a letter to your cousin, your mother, a friend, your teacher, your uncle, your aunt, a schoolmate, a business man.

**II.** Give closing phrases and signatures suitable for the above letters.

**III.** Write a letter to a friend, telling about your school. Use the form of letter shown on page 136.

**IV.** Write a letter describing your room at home.

### **V. Possessive Singular**

John has a red book. Henry has a green book. Mary has a blue book.

We can say:

*John's* book is red. *Henry's* book is green. *Mary's* book is blue.

These words, *John's*, *Henry's*, and *Mary's*, show that the children own or possess the books. Notice how they are written.

In the same way write sentences telling of the following things; for instance, of the hat that John owns you might write *John's hat is new*.

The ribbon that belongs to Mary; the watch that your father owns; the pencil that belongs to Blanche; the ears that the dog has.

Answer the following questions in sentences:

Whose hat blew off? (Thus, *The boy's hat blew off*.) Whose books were lost? Whose flowers are beautiful? Whose dog caught a rat? Whose pencil is sharp?

(For further exercises, see Appendix, p. 216.)

## 68. THE ENVELOPE

I. In addressing an envelope to a town or village use this form:

*Mr. James S. Sprunson,  
Canonsburg,  
Washington Co.,  
Pa.*

In addressing an envelope to a city use this form:

<p style="text-align: center;"><i>Smith &amp; Taylor,</i> <i>17 Worth St.,</i> <i>New York,</i> <i>A. Y.</i></p>
--

How do these forms differ? What abbreviations are used? What punctuation follows each? What capital letters are used? In addressing a letter to a person living on a rural free delivery route, use the form given for city letters, putting *R.F.D., No.* — (insert the proper number), in place of the street and number.

**II.** Cut slips of paper  $6\frac{1}{2}$  by  $3\frac{1}{2}$  inches (the ordinary size of a business envelope) and address them as envelopes for the letters called for in Lesson 66.

**III.** Address envelopes to the following persons, using the necessary abbreviations:

Jas. G. Gordon, who lives in Hartford, Connecticut, at 39 Page street.

Mrs. A. S. Jackson, Kinkora, Burlington County, New Jersey.

Captain F. H. Hudson, Care of Messrs. Gage & Company,  
Portland, Maine.

Messrs. Scott, Burns & Co., 300 Beacon St., Boston, Mass.

Doctor S. H. Jonson, Rural Free Delivery Route Number 1,  
Marion, Ohio.

J. W. Blair, Doctor of Divinity, who lives at 19 Jackman street,  
Brooklyn, New York.

Professor Samuel O. Kornblum, 1234 Walnut St., Philadelphia,  
Pennsylvania.

J. F. Burkey, Esquire, 1700 Pennsylvania Ave., Washington,  
District of Columbia.

Capt. James D. Patterson, Commandant of Cadets, University  
of Ohio, Columbus, Ohio.

IV. Write a letter telling the story of a day. What day was it? How did you pass the time? Did you make any person happy? How? Address an envelope to your father at your own home.

V. **Possessive Singulars** (*Continued*)

Write from dictation :

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. My mother's eyes are blue. | 5. The canary's song is sweet. |
| 2. The dog's bark is sharp.   | 6. The Russian's coat is warm. |
| 3. William's voice is shrill. | 7. The cat's eyes are large.   |
| 4. The robin's breast is red. |                                |

Fill the blanks:

- |                            |                               |
|----------------------------|-------------------------------|
| 1. ——— tail is bushy.      | 4. ——— dog is cross.          |
| 2. ——— hat is soiled.      | 5. The man struck ——— pony.   |
| 3. ——— whiskers are black. | 6. The boys watched ——— kite. |

## 69

**I.** Write to a friend, and describe your home. First tell of the appearance of the street or road and of the outside of the house. Then tell of the inside of the house.

**II.** Write a letter to your mother about a walk through the woods. What birds or flowers did you see? What sounds did you hear? How did the forest look? How did you feel? Why?

**III.** Write a letter to a friend about something that happened to you during the last month.

**IV.** Write a letter about a walk through a city or village street, or along a country road, mentioning whatever especially interested you, and telling why. Exchange papers, and mark errors as heretofore.

**Possessive Singulars (*Continued*)**

**V.** Write from dictation:

1. Father's watch was lost on July 4, 1909.
2. We bought our dresses at Brown's store, Christmas Eve, 1908.
3. We saw James's father on Memorial Day.
4. Thanksgiving Day we spent at Aunt Mary's.
5. Mary's lessons are learned.
6. The baby's rattle is broken.
7. "Where did you find baby's shoe?" cried little Bob.
8. Their books are well kept.

## 70

I. Write a letter to your grandfather, telling him about your examinations and your promotion in school. Tell him about your new room and the studies you now have.

II. Write a letter about a ride in the country. Why did you enjoy it? What did you see that interested you? How would you like to live on a farm? Why?

III. Write a letter to your aunt about the new class to which you have been promoted. Tell her about the teacher and your studies.

IV. Write a letter telling about some interesting thing that you saw on your way to school yesterday or the day before.

**Possessive Singulars** (*Continued*)

V. Make sentences, using possessives in place of the following :

The hat of the boy; the call of the man; the cage of the bird; the sister of William; the tail of the dog; the house of the boy; the song of the bird; the story of the lady; the cry of the child; the whisper of the schoolboy.

## PART III

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### EXPERIENCE AND OBSERVATION

#### 71. GRAIN

I. What grows when a grain of wheat is planted? What grows on this stalk? Tell how each grain is protected. How is wheat harvested? How are the grains separated from the head of wheat? What do we get from the grains of wheat? How? What is done with the straw?



II. Give the history of a grain of wheat from the time it is planted until the flour is made into bread.

III. How does the corn stalk differ from the wheat stalk? What is done with the corn stalk after the corn is gathered? Tell the uses of corn.

IV. Tell a true or an imaginary story about popcorn or about a time when you popped corn.

Or describe a large California wheat farm, how the ground is prepared for the seed and how the crop is harvested.

## V. Abbreviations

Learn to write the following:

Carson City, Nev.	San José, Cal.
Cleveland, Ohio.	Denver, Colo.
Boston, Mass.	New Orleans, La.
Los Angeles, Cal.	Pittsburgh, Pa.
Salt Lake City, Utah.	San Francisco, Cal.
St. Louis, Mo.	Chicago, Ill.
New York, N.Y.	Oakland, Cal.

Write from dictation:

1. Boston, Mass., is a noted city.
2. My friend lives in Chicago, Ill.
3. Many Mormons live in Salt Lake City.
4. Cleveland, Ohio, is on Lake Erie.
5. Many people from New York visit Los Angeles, Cal.
6. Much cotton is sold in New Orleans, La.
7. Pittsburgh, Pa., contains many iron mills.
8. Carson City is the capital of Nevada.
9. Our train left Denver at 8 p.m.
10. We will arrive at San José at 9 a.m.

## 72. THE ORANGE

I. You have an orange before you. Draw an outline of it. What is the color of the orange? How does the skin of the orange differ from that of the apple? Peel the orange. What other difference between this skin and that of the



apple? In what ways are the apple and the orange alike? Separate the orange into its different sections. How many sections are there? Draw an outline of one section. How is each section covered? What is the flesh of the orange like?

**II.** In what part of the world do oranges grow? Tell about orange blossoms. How are they often used at weddings? What two states furnish most of the oranges used in this country? How are oranges usually shipped? The orange tree has on it, at one time, blossoms, green fruit, and ripe fruit. How does it in this respect differ from the apple tree? Tell, if you can, all the differences between a navel orange and an orange with seeds.

**III.** Give a complete description of an orange, answering as many as possible of the above questions.

**IV.** Compare the orange and the apple as to shape, color, seeds, skin, flesh, and uses; or tell of a person who was pleased or made happy by means of an orange.

### **There, Their**

**V.** Write from dictation:

1. There will be many children in the city with their parents on December 25.
2. "Set their pitcher on the table and let it sit there," said mama to John.
3. "Lay their books on the table," said the teacher.
4. On the Fourth of July there will be a parade.
5. The man said, "Those are the boys that broke my window."

6. We left Denver, Colo., Monday, March 3.
7. At 8 o'clock p.m. we arrived in San José.
8. "Wouldn't you like to walk to Franklin Park?" said Edith to Ethel.
9. We saw the fireworks July 4, 1909.
10. Mama said, "We went from Boston to New York by railroad."

### 73. THE LEMON

I. Draw an outline of a lemon. How does it differ in shape from an orange? What is the color of the lemon? How does the skin of the lemon differ from that of the apple and of the orange? In what particulars are the lemon and the apple alike? The lemon and the orange? How does the lemon taste? How does the skin taste? Where are the seeds?

II. In what part of the world do lemons grow? Tell anything you know about the way lemons grow. What are the various uses made of lemons?

III. Give a complete description of a lemon, answering as many as possible of the above questions. Compare the lemon and the orange as to color, shape, flesh, taste, and uses.

IV. Write or tell of a real or an imaginary trip to the parks or to the country on which you had a pleasant time.

V. Write from dictation:

1. On the table beside the book there is a copy of the "San Francisco Examiner."

2. The "Evening Bulletin" and the "Herald" are widely read.
3. What shall we do on Thanksgiving Day?
4. What were you doing on October 24, 1909?
5. Three boys were there when I went home.
6. Where can I get a copy of the "Call"?
7. Many children like to read "Wilderness Ways."
8. I like "Uncle Tom's Cabin."
9. John, I saw you on Jones street last Wednesday evening.
10. The boys laid their books on the grass.

#### 74. PEPPER AND SALT

**I.** Give several uses of pepper and salt. Describe a grain of pepper, which your teacher will show you. In what countries does black pepper grow? What is their climate? Name the different kinds of pepper. Which kind grows in this country? What is the difference between black pepper and white? Compare black and Cayenne pepper.

**II.** Compare the different ways in which pepper and salt are used. Describe two ways in which salt is obtained. Where in this country is salt most abundant? What two things does salt look most like? Compare salt with sugar, in appearance and taste. With snow.

**III.** Fill a glass with water to the brim, and see how much salt you can add, gradually, without causing the water to overflow. Then take a little of this water, place it in a pan, add a handful of salt, and boil it until the water has evaporated. Write a complete account of what you have done and seen, and of the result.

IV. Write of a real or an imaginary incident in which salt was mistaken for sugar.

V. **Helpers — Have, Has, Had**

The teacher said, "James, *write* your lesson." James replied, "I *have written* it." The teacher used the present tense of the verb *write*, and James used a different form, the word *written*. This form we call the *Past Participle*. It needs a helper. Thus, we can say, I *have* written my lesson, I *had* written my lesson, or He *has* written the lesson. Sometimes it has more than one helper; thus, I *may have* written the lesson.

Copy the following sentences:

1. I have gone to New York.
2. William has gone to school.
3. Henry has written his words.
4. I may have done wrong.
5. I shall have a ride.
6. He could have gone.
7. He must have made a mistake.
8. "Have you studied your lesson?" said Tom to Sam.
9. "No, but I have copied it," replied Sam.
10. "Peter, have you seen Mary?" said Jennie.
11. "No, I have not seen her to-day," was Peter's answer.

Find out from the table on pages 210, 211, the past participle of *learn*, *eat*, *catch*, *grow*, and *do*, and use each in a sentence with *have*, *has*, or *had*.

75. COAL

I. Place a small lump of coal on the desk. What color is it? Describe its appearance, telling about its shape, surface, and color. How is it obtained? Where? What is it

used for? Describe fully how it is used. What three things are produced when it burns? Which are useful? In what way?

II. Write or tell about coal, answering the above questions.

III. Give a list of the things necessary to build a fire and explain how each should be used.

IV. Write a story, true or imaginary, of a person who was made happy by a present of a load of coal.

V.

**Have**

CAUTIONS. Have should never be used as a helper of the past tense.

*Have rode* should be *have ridden*.

*Have did* should be *have done*.

*Have went* should be *have gone*

*Had have* should be *had*.

*Have wrote* should be *have written*.

Of should never be used as a helper instead of have.

Do not say, I	{ should of could of would of must of mustn't of can't of mightn't of wouldn't of couldn't of shouldn't of	Say, I	{ should have could have would have must have mustn't have can't have mightn't have wouldn't have couldn't have shouldn't have
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**76. THE WATCH**

**I.** Place a watch on the desk. Describe it, giving its size, shape, color, weight, and the materials of which it is made. What is it used for? How is the time shown? How many hands are there? What does each show? What is the shape of the dial? How many figures on the face of the dial? Write the figures just as they appear on the dial.

**II.** Give a description of a watch, answering the above questions.

**III.** Mention as many things as you can that are used in the making of watches, and tell how each is used.

**IV.** Write or tell a story about a boy or girl who received a watch as a reward.

**V.                    Have, Has, Had (Continued)**

Write from dictation :

1. It is he who has the key to the room.
2. He has given the boy a "Saturday Evening Post."
3. He should have given him an "Examiner."
4. "Mary, you have grown tall," said her mother.
5. "I have driven the horse to the stable very often," said Charles.
6. "Have you broken your pencil?" asked the boy.
7. He should have thought before he spoke.
8. The boy should not have left a "Chronicle."

Fill the following blanks with the past participle of *write, make, tell, begin, or speak*.

1. The man had — in a whisper. 2. A good carpenter has — a door. 3. The little girl has — a true story. 4. We have — to move to our new house. 5. The little boy has — a long letter. 6. The teacher has often — to that very unruly boy.

### 77. THE PEANUT

**I.** Describe a peanut. Draw a sketch of it before it is opened and afterwards. Where does it grow? What vegetable is it like in its manner of growth? How is it prepared for use? In what ways is it used? What is the color of the shell? The skin of the kernel? The kernel itself? Describe the kernel. How is it divided?

**II.** Give a description of a peanut, answering the above questions.

**III.** Tell what animals are fond of peanuts, and how they eat them. Compare a peanut with a hickory nut as to size, shape, hull, kernel, and uses.

**IV.** Write or tell a story about a peanut, or a story about a nutting party. Tell who composed it, where they went, how they secured the nuts. Tell of any interesting incident that occurred.

**V.                      Helpers (*Continued*)**

Here are some more helpers. Learn them.

am	was
is	were
are	

All these, together with *have*, *has*, and *had*, are companions of the past participle. They help it to express what we think. Here is how we use them with the past participle *struck*:

I am struck.	We are struck.
You are struck.	You are struck.
He is struck.	They are struck.
I was struck.	We were struck.
You were struck.	You were struck.
He was struck.	They were struck.

Find the past participles of *teach* and *find* (see pages 210, 211), and use the above helpers with each.

**78. WATER**

I. Where does rain come from? In what other forms does water fall to the earth? In what different ways is water used in your home? What other uses has it for the farmer? Of what use is it to animals? To the grass and flowers? Of what use to the manufacturer? To the ship-owner? What would be the result if no rain should fall for five years?

II. Give an account of an experience of your own in playing with water.



III. Give an account of fun you have had with snow.

IV. Write an account of an experience on the ice.

V. **Helpers** (*Continued*)

Write the following from dictation:

1. The letters were not written in school.
2. On Thursday, January 3, 1909, two women were struck by a train.
3. "What was John told to do on Thanksgiving Day?"
4. Who was hurt on Christmas?
5. We had left the car before the man came.
6. The house was sold Friday, May 1.
7. The boy was sent to Chicago Saturday, March 3.
8. "What was written in that note?" said Rose to Belle. Belle answered, "That was written for no one but me."

**79. VEHICLES**

I. Name the different things on which people and freight are taken from one place to another. Of these which are moved by men? By horses or oxen? By steam? By electricity? What advantages and disadvantages has each of these vehicles? What dangers may be met in the use of them? For which of these are we indebted to James Watts? To Robert Fulton?

II. Give an account of a real or an imaginary accident to a wagon, a carriage, a bicycle, or some other vehicle.

III. Write or tell of a pleasant experience, real or imaginary, that you have had in a carriage, a street car, or a boat.

IV. Write or tell the story that might be told by an abandoned boat or a worn-out bicycle.

V.

Be

Here is another helper, *be*. *Be* seldom goes alone and never has more than one companion at a time (*shall, will; may, can, must; might, could, would, and should*).

I *may be* struck.

We *may be* struck.

You *may be* struck.

They *may be* struck.

He *may be* struck.

In the same way use *shall, will*, and the other helpers of *be*.

Write from dictation:

1. The letter will be sent on December 3, at 1 a.m.
2. The exercise must be written before the close of school.
3. I shall not be annoyed by your talking.
4. "You may be hurt by the car, James."
5. When will the groceries be sent?
6. "Can the speaker be heard here?" asked Marion.
7. "Should boys be allowed to smoke cigarettes?" asked the lady.

## 80. REVIEW

I. For study and dictation:

1. On the 23d of December, we started to visit our friends in Denver, Colo. We remained in Carson City from Decoration Day till the Fourth of July. Then we went to the Yosemite Valley.

2. "Sire," said the American to the Kaiser, "the oranges of California are the sweetest and best in the world."

3. "When will you go to Boston, Blanche?" said her sister.

4. "I shall go as soon as I hear from Governor Henry," replied Blanche.

5. The pretty homes in Berkeley and Oakland are admired by Texan visitors and others.

6. "What are you doing with Carlo, Bessie?" said her mother.

7. "I am playing hide and seek," said Clara.

8. The battle of New Orleans was fought January 8, 1815.

II. Insert the necessary capitals, quotation marks, and other punctuation marks, writing from dictation:

this world is not so bad a world  
as some would like to make it  
whether good or whether bad  
depends on how you take it

— *Beck*

help the weak if you are strong  
love the old if you are young  
own a fault if you are wrong  
if you're angry hold your tongue

I beg your pardon sir I exclaimed I did not hear the bell I was reading in the library will you not come in Mama has gone to the city she will soon come back I think sir you will find this an easier chair do you care to read the morning paper may I not hand it to you

III. Use in sentences the plural of each of the following nouns:

Man, child, ox, mouse, watch, peanut, shell, orange, fence, box.

Write the possessive forms of the first four of these nouns, in the singular and in the plural.

Use in sentences the possessive of each of the following nouns:

Father, lawyer, sister, doctor, men, children, horse, Mr. Brown, Mr. Jones (proper nouns ending in *s* follow the rule and form the possessive by adding apostrophe and *s*; as, *Mr. Jones's home*), Frank Williams, Godfrey Cass.

#### IV. Write from dictation:

1. "Do those books belong to the Russian or to the Japanese?" said Morton.

2. "They do not belong to either," said Mr. Harris. "They belong to the little Filipino."

3. "I know," said Charlie, "that the lesson begins on page 19. Where does it end?"

4. Those Spaniards were defeated by Admiral Dewey.

5. The ship left San Francisco on August 24, at 2.30 p.m.

6. The 2.45 train does not stop at this station.

7. The San Francisco "Chronicle" contained an account of the accident.

8. The concert will be given Wednesday, October 9, at 1 p.m.

9. Those boys should know that their lessons must be learned by 3 o'clock.

#### V. Write from dictation:

1. The New Yorker said, "The coldest months in my state are December, January, and February."

2. The days we like best are New Year's Day, Christmas, Decoration Day, and Admission Day.

3. The child cried because she couldn't find her books.



SAVED

4. Seventy-five men marched in the parade, carrying red, white, and blue umbrellas.
5. The boy doesn't know that the 2.45 train has gone.
6. The boys sold thirty-five copies of the "Evening Post" and fifteen of the "Bulletin."

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*PICTURES*

**81. SAVED**

I. How old is this child? Judging from the clothing, what kind of home has he? Where did he go out to play one morning? What playmate did he have? Where did they play? How did they play? What accident happened to the boy? How did the dog show his love for his little playmate? At whom is the dog looking now? How will he be rewarded? What will be done for the boy?

II. Tell the story of this picture in your own words.

III. Write from dictation:

Old dog Tray's ever faithful,  
 Grief cannot drive him away.  
 He's gentle, he is kind.  
 I'll never, never find  
 A better friend than old dog Tray.

— *Stephen C. Foster.*

IV. Write to a friend telling of a noble Newfoundland dog you have seen, or describe an afternoon spent on the sea-shore, or on the shore of a lake or the bank of a river, or tell

what was done in a case of apparent drowning, or tell about a trip on a steamer or in a sailboat.

**V.****Been**

*Been* often goes along with *had*, or *has*; thus,

*The man has been struck. The boy has been at school. The coat has been torn.*

Find from the table on page 210 the past participles of *build*, *draw*, *burn*, *teach*, and *catch*, and use each with *had been* or *has been*.

Write from dictation:

1. He **has been** here since six o'clock.
2. The train **had stood** on the track since 5 p.m.
3. Ten fish **had been** caught by the party before ten o'clock.
4. We **had been** at the station since 9 a.m.
5. We **have been** out to Golden Gate Park.
6. The grand stand **has been** removed from the field.
7. "Have you **been** waiting long?" said John to Joe.
8. On the Fourth of July we were looking for Dr. Smith **an hour** before his arrival.

**82. A MISHAP**

I. At what are these children looking so intently? How was the ink spilled? What are they doing? Why did the boy wish to fill the inkstand? What will they do now? What will the mother do?

II. Tell the story of this picture. Name these children. What were they writing? Tell all that they did.



A MISHAP



**III.** Tell about a mishap when you were writing a letter or a school exercise. How did the mishap occur, and what did you do to repair the damage?

**IV.** Write the story of this picture, or write about some mishap of your own.

**V.                                      Been (Continued)**

Notice the following:

I should have been caught.	We should have been caught.
You should have been caught.	They should have been caught.
He should have been caught.	

Find from the table on pages 210, 211 the past participles of *know*, *open*, *lose*, *bring*, and *do*, and use each with *would have been*, *might have been*, *must have been*, and *can have been*.

Write from dictation:

1. Should the boy have been arrested by the policeman?
2. Should we have been told to go home?
3. The old man said, "The house should have been aired."
4. "Would you have struck the child?" said the young man.
5. Should the goods have been sent to Mission street, John?
6. On New Year's Day we should have been allowed to play.
7. By ten o'clock the exercises should have begun.

### 83. THE BALL GAME

1. Give names to these boys. They attend the same school. Tell when they agreed to play. Why do they use the street for a ball ground? Has the game begun? Give



THE BALL GAME

reasons for your answer. Where is the pitcher? At what are the batter, the catcher, and the boy on the right looking? Why is a city street a poor place for a ball game? What will these boys do when a policeman comes along? How long will they probably play?

**II.** Write or tell the story of this picture.

**III.** How many players are needed for a baseball team? What is the work of the pitcher? Where does he stand? What does the catcher do? Where is his place? What is the work of the first baseman? The second? The short-stop? The right fielder? The center fielder? The left fielder? What is the work of the umpire? How many of each in a regular game? What does the captain do? The coach? What is the box? What is an inning? How many innings in a game? What is the diamond? What is a foul ball? A passed ball? A fumble? A slide? A home run? A two-base hit? How does the pitcher make the ball curve?

**IV.** Write the names of any noted baseball players whom you know or of whom you have heard. Write the names of all the baseball teams you know. Tell about the last game of baseball you played, or tell the things needed for a baseball outfit, or describe any baseball field you have seen, or make a diagram of a baseball field showing the position of each player at the beginning of the game, or tell what good may come from playing baseball, or tell what harm sometimes comes from the game.

## V. The Three Principal Parts of Verbs

The present, the past, and the past participle are called the *Principal Parts* of verbs. Learn the following:

PRESENT	PAST	PAST PARTICIPLE
Helpers : <i>do, does; shall, will; may, can, must; might, could, would, should.</i>	No helpers.	Helpers : <i>have, has, had; am, is, are; was, were; be, been; can have been, must have been, etc.</i>
see	saw	seen
eat	ate	eaten
take	took	taken
shake	shook	shaken
throw	threw	thrown
know	knew	known
break	broke	broken
draw	drew	drawn
ride	rode	ridden
write	wrote	written

Make ten sentences, each containing the past tense of one of the verbs above.

### 84. BRINGING HOME THE COW

I. Look at the picture on the next page and answer the following questions:

Where has this woman been? Who was with her? What did they find? What did she do with old Brindle and her calf? Why? Why does Brindle walk so close to her calf? Why did the woman take the baby with her? What time of day is it? What season of the year? What makes



BRINGING HOME THE COW

you think so? Tell the entire story of the walk for the cow. Tell what the baby did when she saw the little calf.

**II.** Tell an imaginary story of a visit to the country where you helped drive the cows, or hunted eggs, or picked berries, or played in the hay fields.

**III.** Tell a story about a cow and calf, or about a dog and some pups, or a cat and kittens. Or tell what different things we get from the cow and how each is used.

**IV.** Write a story about driving cows, or about playing with some animal. Or write or tell a story of a walk along a country road or a city street.

**V.        The Principal Parts of Verbs (*Continued*)**

**Make** ten sentences, each containing the past tense of one of the verbs in **V**, page 165.

**Make** five sentences, each containing the past participle of one of the verbs in **V**, page 165. Use two-word helpers.

**Make** five sentences, each containing the past participle of one of the verbs in **V**, page 165. Use such helpers as *may have been*, *would have been*.

**TO THE TEACHER.** See Appendix, page 220.

**85. BUBBLES**

**I.** Who are the three girls in the next picture? What has the largest one just done? What is she holding in her



BUBBLES

hand? Why? What do you think she is saying? What is the girl on her left doing? Why does she hold out her hand and look so intently? What do you think she is saying? What is the shape of a bubble? What makes it so beautiful? What colors may be seen in soap bubbles?

**II.** Where do these girls live? What time of year is it? How do you know? What do you think these girls were doing before they began to blow bubbles? Why did they want to blow bubbles? What happened when the bubble left the pipe?

**III.** Tell in full how to make soap bubbles. Or tell some other way of amusing children.

**IV.** Write a story about a soap-bubble party. Or write a story about going somewhere in your bare feet. Tell whether it was on the land or whether you waded or swam in the water. Or tell about playing with water or playing with an older companion.

**V. The Principal Parts of Verbs (*Continued*)**

Write from dictation:

1. President Taft was seen on his way to Washington, D.C.
2. "Do you know that our house was shaken by last night's storm?" said William to his brother.
3. An account of the trouble was seen by President Taft in the "Evening Herald."
4. Isn't it known who did the work on the building?
5. Wasn't it strange that the man's arm was broken?





VACATION FUN

6. The letter was written at 2 p.m., Saturday, August 3.
7. "At what hour should the medicine have been taken?" asked the nurse.
8. What's the use of making a fuss about a little thing?

### 86. VACATION FUN

**I.** Study the picture and name all the living things shown in it. Tell what each is doing. Who are these children? Give names to them. Is their home in the city or in the country? What is shown by their clothing? Where do you think they are going? What kind of time are they having? Why? What shows that they are going fast? What are they using for a horse?

What is in the girl's lap? Which way is she looking? Why is she not looking back? Why does the boy use both hands in driving? What is in his right hand? Why does he hold out his arms?

How does the horse like the fun? What shows this? Has he ever drawn this cart before? Was this cart made to be drawn by a dog, by a pony, or by a boy?

What is the trouble with the chickens and the ducks?

**II.** Answer in writing five questions in I.

**III.** Tell the story of this picture. Tell who these children are, where they live, why they are in the country, and where they got the dog and cart. Or write or tell of other fun these children had in the woods.

IV. Write or tell a story of a day you spent in the country. Write as you would tell it to your mother or to a friend.

V. . The Principal Parts of Verbs (*Continued*)

Learn the following (for helpers, see p. 165):

PRESENT	PAST	PAST PARTICIPLE
fight	fought	fought
tear	tore	torn
wear	wore	worn
drink	drank	drunk
tell	told	told
think	thought	thought
feed	fed	fed
bite	bit	bitten
find	found	found
teach	taught	taught

Use the past participle of each of the above in a sentence. (Ten sentences.)

### 87. THE LITTLE MOTHER

I. Why is the little girl here? What is she doing with her hands? Why was the baby put into the cradle? Who put her there? Where has the mother gone? What did she say before going? What will the little girl do after the baby has gone to sleep?

II. Is this a rich family or a poor one? Why do you think so? Why is there no carpet or rug on the floor? What is on the dresser? On the shelf?



THE LITTLE MOTHER

**III. Complete the following story:**

Mary's mother went to market. She could not take the baby along, and she said to Mary,

**IV.** Tell or write a verse that this little girl might sing to put the baby to sleep. Or write a verse that you like.

**V. The Principal Parts of Verbs (Continued)**

Use the past tense of the verbs in **V**, on page 172, in sentences.

Use the first five verbs in **V**, page 172, in sentences. Let each contain the past participle with two-word helpers.

Use the last five verbs in **V**, page 172, in sentences. Let each contain three-word helpers, such as *must have been*, *should have been*.

**88. ON THE WAY TO THE FAIR**

**I.** Why are these children dressed in their holiday clothes? On what is little Rita riding? Why does Pedro walk so close beside her? Why does not Rita hold the rein? How can you tell that they are in a hurry? What shows they are in good spirits? What has Rita in her right hand? What will she do with it? What is the dog doing? How do you think he feels?

**II.** Tell the story of these children from the picture and the above questions.



ON THE WAY TO THE FAIR

**III. Write from dictation:**

"Come, Rita," said Pedro, "there is a great fair at the church to-day. I will get the donkey. You shall ride." At 8 o'clock they started. Little Rita held a branch of a tree and waved it as they went. Pedro walked beside her and held the rein. They reached the church in good time. At noon they returned. Rita said, "Thank you, Pedro."

**IV.** Write or tell of a ride you once took on a horse or on a donkey, or about a day spent in the country, or of a good time in an orange grove or in an apple or peach orchard.

**V. The Principal Parts of Verbs (*Continued*)**

Write from dictation:

1. The Russians and the Japanese fought bravely.
2. The Filipinos are now taught by Americans.
3. The Chinese boy was found on Mission street.
4. The boy could have drunk three glasses of lemonade.
5. The man who was bitten by the snake is well.
6. The lady called on Dr. Smith of Pasadena.
7. At 3 p.m. the boy was told to go to Franklin Square.
8. There are many New Yorkers in Nevada.
9. "You may tell the story that has been told so well by Miss Stevens," said Mr. Brown.

**89. A BIRTHDAY GIFT**

**I.** What is this boy doing? How did he obtain this horse? What feeling is shown by his face and his upraised



A BIRTHDAY GIFT



arm? Why are the horse's ears thrown back? What does this show as to his feelings?

Who is at the right of the picture? To what country does he belong? Why is he leaning forward with his hands raised? In which do you think he is the more interested, — the boy or the horse? How is the old gentleman related to the boy? What is his feeling toward him as he watches him? How is this shown? How does the woman feel? How can you tell? Who do you think she is? Why should she be more anxious than the old gentleman? What feeling has the dog?

II. Tell the story of this picture, giving the name of each person and also of the horse and of the dog. Let your story have a pleasing end.

Or tell of a romp in a forest with a dog, or of a boy who tried to show how well he could manage a horse, or of helping to care for a horse after a day's work, or of a performance with horses at a show or a country fair, or of a visit to a horse show or to a stock farm.

III. Tell the story of a girl that received a gentle pony and a cart as a birthday gift. Give an account of a day in her life, showing how she gave pleasure to several other persons by means of her gift.

IV. Write or tell a story of a ride you once had on horseback, or of a birthday gift of a goat, of a bicycle, of a hobby-horse, or of a colt.

**V. The Principal Parts of Verbs (*Continued*)**

Learn the following (for helpers, see p. 165) :

PRESENT	PAST	PAST PARTICIPLE
go	went	gone
fly	flew	flown
sit	sat	sat
be	was	been
lie	lay	lain
fall	fell	fallen
talk	talked	talked
rise	rose	risen
grow	grew	grown

Use the present of the above in sentences.

**90. REVIEW**

I. The past tense of the verb should not be used instead of the past participle.

Give the principal parts of each of the following verbs:

Go, tear, do, shook, beat, bid, took, swam.

Select the proper word in each of the following sentences:

1. He has (went, gone) home.
2. His book is (torn, tore).
3. He (done, did) well.
4. The house was (shook, shaken) by the wind.
5. His teacher (bade, bid) him learn the poem.
6. He had (swum, swam) the river before the explosion.

II. Use the past participle of each of the following verbs in a sentence with a three-word helper:

Feed, teach, tear, know, break, ride, write, fight, wear, bite.

III. Fill the following blanks with the past participle of one of the following verbs: *strike, drink, teach, write, ride, know, throw, shake, eat, see*.

1. The man may have been — by the boy. 2. The letter should have been — before 3 p.m. 3. The lemonade was — by the thirsty children. 4. "Have you ever been — to read Spanish?" said the Italian. 5. Has the colt ever been — by children? 6. You might have — that you could not be —. 7. The boy was — with a stone and his arm was bruised. 8. The house was — by the wind and part of the roof was — off. 9. The little Filipinos are — to read and write English. 10. Have you ever — a white horse? 11. The child was — by a street car. 12. When we had — our lunch, we were — how to play a Spanish game. 13. Have you ever — a German soldier?

IV. Use the correct form in the following sentences:

1. Frank and (me, I) will go.
2. He asked you and (me, I) to go.
3. He is older than you and (I, me).
4. He asked whether it was (me, I).
5. Will you take (him and me, he and I) with you?
6. Grandfather sent this book to you and (I, me).
7. May (him and me, he and I) go for the horse?
8. Will you send him and (me, I) to find the boat?
9. He said that you and (her, she) were to go to town.
10. He said that he thought it was (me and them, I and they, they and I).

**V. Complete the following story:**

"What are you doing, John?" mother called to me as Towser and I were romping on the lawn. I let go of the dog and ran to answer her, for I knew she was busy getting dinner.

As I came into the kitchen I heard some one coming up the back steps. Then an ugly-looking tramp stepped in through the open door.

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*STORIES AND POEMS***91. ALEXANDER AND BUCEPHALUS**

One day King Philip bought a fine horse called Bucephalus. He was a noble animal, but wild and savage; and no man could mount him.

"It is a pity to ruin so fine a horse as that," said Alexander, the king's young son. "Those men do not know how to treat him."

"Perhaps you can do better than they," said his father, scornfully.

"I know," said Alexander, "that if you would only give me leave to try, I could manage this horse better than any one else."

"And if you fail to do so, what then?" asked Philip.

"I will pay you the price of the horse," said the lad.

While everybody was laughing, Alexander ran up to Bucephalus and turned his head toward the sun. He had noticed that the horse was afraid of his own shadow.

He then spoke gently to the horse, and patted him with his hand. When he had quieted him a little, he made a quick spring and leaped upon the horse's back, letting him run as fast as he would. By and by, when Bucephalus had become tired, Alexander reined him in and rode back to the place where his father was standing.

He leaped to the ground, and his father ran and kissed him.

"My son," said the king, "Macedon is too small a place for you. You must seek a larger kingdom."

— *Adapted from Baldwin's "Fifty Famous Stories Retold."*

**I.** Tell all you can about Bucephalus. What did Alexander think of the men in charge of the horse? What was the king's feeling toward Alexander when the latter expressed his opinion? What was the feeling of the bystanders? How shown? How did Alexander know what to do? State, in order, the things that Alexander did to control the horse. How did Alexander show that he was not afraid?

**II.** Give this story in your own words.

**III.** Give an account of a runaway, of a balky horse, or of a horse unable to draw a heavily loaded wagon; or tell who King Philip was, and what Alexander became.

**IV.** Write or tell a story of a ride on a horse, in a carriage, on a train, on a street-car, in a boat, or on a bicycle.

## **V. Principal Parts**

Write from dictation:

1. "Where is John?" said his friend.
2. "He has gone to Water street," was the reply.
3. "Haven't the boys come from the beach yet?" inquired Robert.
4. Dr. White went to see Mr. William Wilson, who had fallen in Golden Gate Park and hurt himself.
5. By half past five the sun had risen.

6. The gentleman repeated, "A soldier of the Legion lay dying in Algiers."

7. "Weren't you glad to see your father?" said Helen to Marie one Thanksgiving Day.

8. She sat down by the roadside and waited for Rose and Jennie.

## 92. THE FLAG GOES BY

Hats off!

Along the street there comes  
A blare of bugles, a ruffle of drums,  
A flash of color beneath the sky:

Hats off!

The flag is passing by!

Blue and crimson and white it shines,  
Over the steel-tipped, ordered lines.

Hats off!

The colors before us fly;  
But more than the flag is passing by.

Sea fights and land fights, grim and great,  
Fought to make and to save the state;  
Weary marches and sinking ships;  
Cheers of victory on dying lips.

\* \* \* \* \*

Hats off!

Along the street there comes  
A blare of bugles, a ruffle of drums;  
And loyal hearts are beating high:

Hats off!

The flag is passing by! — *Henry Holcomb Bennett.*

I. To whom do gentlemen usually lift their hats when walking along the street? Why? Why does the author say,

“Hats off”? What does the flag represent? How is the sound made by the bugles described? By the drums? In what two ways is the flag described? What are the steel-tipped lines? What are the steel tips? What five things besides the flag are passing by? Name a well-known sea fight. A land fight. Where and when were there cheers of victory on dying lips? Who were dying? Why are loyal hearts beating high?

II. Tell the class of this or of some other parade and of what happened when the flag went by; or write of what you did on a Fourth of July or a Memorial Day.

III. Give an account of some battle that was fought to save the country; or tell a story you have heard told by a soldier.

IV. Tell a true or an imaginary story of the way the flag was honored during a war, by a number of boys or girls.

## V.

## May

A pupil said to his teacher, “May I go home?” The teacher answered, “Yes, you may go home.” The boy asked for permission and the teacher gave it.

**In asking for permission and in giving it we should use the word may.**

Copy the following:

“Mama, may I bring Mary home with me?” “Yes, you may, if it does not rain.”

"May John and I go to Jones street?" "Yes, you may at ten o'clock."

"May we clean the blackboard?" "Yes, you may."

"May Mary and I go for Jennie?" "Yes, you may after roll call."

Ask and give permission to get a drink; to ride a horse; to go for oranges; to borrow a book; to get into a wagon; to water the plants; to go to the picnic; to go to the store.

### 93. VALLEY FORGE

The wind is cold and piercing on the old gulf road, and the snowflakes have begun to fall. Who is this that toils up yonder hill, his footsteps stained with blood? His bare feet peep through his worn-out shoes, his limbs are naked, his shirt is in strings, his face wan and thin, his look hungry. On his shoulder he carries a rusty gun, and the hand that grasps the stock is blue with cold. His comrade is no better off, nor he who follows.

A fourth comes into view, and still another. A dozen are in sight. Twenty have reached the ridge, and there are more to come. Yonder are horsemen in tattered uniforms, and behind them cannon lumbering slowly over the frozen road, half dragged, half pushed by men.

Trials that rarely have failed to break the courage of men await them. The Congress whom they serve shall prove helpless to protect them, and their country herself seems unmindful of their sufferings. Disease shall infest their huts by day, and famine stand guard with them through the night. Frost shall lock their camp with icy fetters and the snows cover it as with a garment; the storms of winter shall be pitiless, — but all in vain. Danger shall not frighten them. Doubt shall not shake their love of country, nor suffering overcome their bravery. The powers of evil shall not prevail against them; for they are the Continental Army, and these are the hills of Valley Forge. — *H. A. Brown*.



**I.** Read the selection carefully. Tell what you know of Valley Forge. Why were the soldiers there? What protection did they have? What did they lack? Why? Why were the footsteps stained with blood? Why were the clothes ragged and torn and the shoes worn out? Why was the soldier's face thin and his look hungry? How long had these men suffered in this way? How long would they continue to suffer, if necessary? Why were they willing to do this? How many were there? What dangers do soldiers usually meet? To what special dangers were these soldiers exposed? Which would be easier, to go into battle or to spend a winter in this manner? What general was their leader? What kind of men were they?

**II.** Write or tell of the winter at Valley Forge.

**III.** Give an account of the life that one of these soldiers led in camp. Tell where and how he slept and how he suffered, how he felt when he awoke, of his breakfast, of his morning with his comrades, of his afternoon standing guard in a storm, of his scanty clothing, of his thoughts of home and warmth, of his temptation, and of his resolve to remain.

**IV.** Write or tell of an imaginary day in your own life after you are fifteen years older than you are now; or describe in writing how you once suffered from the cold.

**V.**

**Can**

John said to James, "Can you lift that box?" James answered, "Yes, I can lift it."

When John used the word *can*, he wanted to know if James thought he was able to lift the box.

Use the word can to denote ability.

Copy the following :

"Can you jump over that ditch?" said Henry to George.

"Yes, if I try hard."

"Can we finish the work by Monday?" asked the workman.

"No, you cannot finish it before Wednesday," was the reply.

"Can you get a ticket for me?" said the man to his son.

"No, father, I cannot. They are all sold," was the answer.

"Can you see the steamer in the harbor?" asked Marie.

"Yes, I can see it plainly," answered Grace.

"Can we be ready to start at 2.45 p.m.?"

"No, but we can be ready at 6 p.m."

#### 94. NATHAN HALE

To drumbeat and heartbeat

A soldier marches by;

There is color in his cheek,

There is courage in his eye, —

Yet to drumbeat and heartbeat

In a moment he must die.

By starlight and moonlight,

He seeks the Briton's camp;

He hears the rustling flag

And the armed sentry's tramp;

And the starlight and moonlight

His silent wanderings lamp.

A sharp clang, a steel clang,  
And terror in the sound!  
For the sentry, falcon-eyed,  
In the camp a spy has found;  
With a sharp clang, a steel clang,  
The patriot is bound.

'Neath the blue morn, the sunny morn,  
He dies upon the tree;  
And he mourns that he can lose  
But one life for Liberty;  
And in the blue morn, the sunny morn,  
His spirit wings are free. — *Francis M. Finch.*

I. Read the poem several times. Then give in your own words an account of this incident. Why is the drum beating? Why the heart? Why is there color in his cheek? How is the courage in his eye shown? What did he expect to do when he started? Why did he make this attempt? What is the meaning of the first two lines in the third stanza? Of the last two lines in the same stanza? What is the punishment of a spy? Why? What case on the British side is similar to this?

II. Tell all you know about Nathan Hale. About Major André.

III. Give a short account of this incident.

IV. Write or tell an imaginary story of the way a brave boy or girl served the country by carrying information regarding the enemy.

## V. Possessive Plurals

We show possession in singular names by using the apostrophe ( ' ) and the letters after it; as, 's.

Notice the following:

man's hat (only one man)	men's hats (more than one man)
woman's dress (only one woman)	women's dress (more than one woman)
child's toys (only one child)	children's toys (more than one child)

*Men, women, and children* are plurals. They do not end in *s*. We form possessives from them by using the apostrophe and *s* (men's, women's, children's).

SINGULARS	PLURALS	POSSESSIVE PLURALS
lady	ladies	ladies'
horse	horses	horses'
cat	cats	cats'
cow	cows	cows'
mule	mules	mules'
baby	babies	babies'

When a plural name ends in *s*, we can form a possessive from it by adding the apostrophe only.

Make a list of the singular and the plural possessives in the following:

Boy's sled, girls' dresses, horses' ears; cow's horns; cows' horns; rat's tail; rat's feet; rats' feet; mother's boys; mothers' boys; father's sons; fathers' sons.

Change from singular possessives to plural possessives:

1. The child's lessons are short.
2. The man's horses have gone.

3. Did you see the cat's eyes?
4. Have you seen the bird's feathers?

Change from plural possessives to singular possessives:

1. The babies' parents have gone.
2. The horses' ears are pointed.
3. The girls' lessons are short.
4. The old men's friends are many.
5. The women's clothes are fine.

#### 95. SUPPOSED SPEECH OF AN INDIAN CHIEF

"White man, there is eternal war between me and thee! I quit not the land of my fathers but with my life. In these woods, where I bent my youthful bow, I will still hunt the deer; over yonder waters I will still lay up my winter's store of food; on these fertile meadows I will still plant my corn.

"Stranger, the land is mine. I gave not my consent, when, as thou sayest, these broad regions were purchased, for a few baubles, from my fathers. They could sell what was theirs; they could sell no more.

"The stranger came, and asked to lie down on the red man's bearskin, and warm himself at the red man's fire, and have a little piece of land, to raise corn for his women and children, — and now he is become strong, and mighty, and bold, and says, 'The whole is mine.'

"Stranger, there is not room for us both. The Great Spirit has not made us to live together. There is poison in the white man's cup; the white man's dog barks at the red man's heels.

"Here have I lived and here will I die; and if thou stayest here, there is eternal war between me and thee!"

— *Adapted from Edward Everett.*

**I.** Read the selection carefully, and then tell all you can about the meeting between the Indian chief and the white man. Why is there war between the two? Why eternal? Why is the Indian unwilling to quit the land of his fathers? Why does he believe the land is his? Why does the white man claim it? How did the Indian treat the white man at first? What is the poison in the white man's cup? Why does his dog bark at the Indian's heels? What arts of destruction has the white man taught the Indian? How will the Indian treat the white man in the future? What lesson do you learn from this speech?

**II.** Imagine an Indian talking to a white man. Have him give several reasons for wishing to hold the land.

**III.** In reply let the white man give several reasons for claiming it. State how he received it, what he paid, and what he is willing to do for the Indian.

**IV.** Write or tell the story of a child taken captive by the Indians. Tell his name, where he lived, describe his capture; tell how he was treated, what he learned from the Indians, how he escaped, and how he made his way home, whether his parents knew him, how they recognized him. Tell how the games of the boys and girls pleased him after his return.

**V. Possessive Plurals** (*Continued*)

We may say	{	the song of the birds	or	{	the birds' song
		the hair of the girls			the girls' hair
		the cry of the children			the children's cry
		the coats of the men			the men's coats

Use possessives in place of the italicized words:

1. The hat *of the man* was lost.
2. The time *of four months* was spent.
3. The food *of the canaries* is seed.
4. The land *of the farmers* was fertile.
5. The dresses *belonging to the girls* were stolen.
6. The tops *belonging to the boys* were admired by the girls.
7. The voices *of the men* were heard in the darkness.
8. "Can you hear the songs *of the robins?*" asked Dr. Smith.

### 96. A LIFE LESSON

There ! little girl ; don't cry !  
They have broken your doll, I know ;  
And your tea-set blue,  
And your play-house, too,  
Are things of the long ago ;  
But childish troubles will soon pass by. —  
There ! little girl ; don't cry !

There ! little girl ; don't cry !  
They have broken your slate, I know ;  
And the glad, wild ways  
Of your schoolgirl days  
Are things of the long ago ;  
But life and love will soon come by. —  
There ! little girl ; don't cry !

There ! little girl ; don't cry !  
They have broken your heart, I know ;  
And the rainbow gleams  
Of your youthful dreams  
Are things of the long ago ;  
But heaven holds all for which you sigh. —  
There ! little girl ; don't cry ! — *James Whitcomb Riley.*

**I.** Who is talking to the little girl? What is she doing? Why? How old is she? Why do you think so? Name the broken things spoken of in the first stanza. What is "the long ago" to a child of this age? How much older is she in the second stanza? The slate indicates what part of her life? The fact that the slate can no longer be used suggests what about this part of her life? What is meant by the "life and love" that "will soon come by"? Why, then, is this young maiden crying? How much older is the "little girl" in the third stanza? Why does she cry? Who, perhaps, are "they"? What is suggested by saying that her heart is broken? What were the "rainbow gleams of her youthful dreams"? What is meant by "Are things of the long ago"? What comfort is given in the last two lines?

**II.** Write this poem from dictation, and commit it to memory.

**III.** Tell the story of some childhood troubles of your own, telling how you were comforted, or tell how you comforted another.

**IV.** Write or tell a story about a child whose toys were broken. Tell what toys they were, where she got them, why she prized them, how they were broken, and how she was comforted.

## **V**

### **Possessives (*Continued*)**

Write in columns the possessive singular and the possessive plural of each of the following words:

Wolf, year, Filipino, country, African, Russian, thief, pony,



governor, calf, monkey, uncle, aunt, bird, heroine, teacher, eagle, week, ox, lion.

Use the first five of the above in sentences.

## 97. LEXINGTON

The cry of blood from the field of Lexington went through the land. None felt the appeal more than the old soldiers of the French war. It roused John Stark, of New Hampshire, — a trapper and hunter in his youth, a veteran in Indian warfare, a campaigner under Abercrombie and Amherst, now the military oracle of a rustic neighborhood. Within ten minutes after receiving the alarm, he was spurring towards the seacoast, and on the way stirring up the volunteers of the Massachusetts borders to assemble forthwith at Bedford, in the vicinity of Boston.

Equally alert was his old comrade in frontier exploits, Colonel Israel Putnam. A man on horseback, with a drum, passed through his neighborhood, in Connecticut, proclaiming British violence at Lexington. Putnam was in the field, plowing, assisted by his son. In an instant the team was unyoked and the plow left in the furrow, the lad sent home to give word of his father's departure, and Putnam, on horseback, in his working garb, urging with all speed, to the camp. Such was the spirit aroused throughout the country. — *Washington Irving.*

I. Tell what you can about the battle of Lexington. Tell what you can about John Stark. How had he passed his youth? . What was he doing when the war broke out? Describe what he did when he heard the news from Lexington. Tell similarly all you can about Israel Putnam. Give, if you can, the story about Putnam and the wolf. Also the story of Putnam's ride.

**II.** Give an account of the battle of Lexington; or tell an imaginary story of Putnam's son. Tell how he reached home, what he told his mother, what she said and did, and what he felt and wished to do.

**III.** Tell in writing the kind of man John Stark was, giving the incidents that make you think so; or tell an imaginary story of one of his hunting experiences.

**IV.** Describe Israel Putnam in the same way; or write a story about Putnam spoken of in the questions in **I**; or tell the story of any adventure you have had.

**V. Possessives** (*Continued*)

Write from dictation:

1. The boys' club meets at 8 p.m. Thursdays.
2. The boys asked if their father's horse was sold.
3. "Why," said John, "do you look for the girl's books in the boys' desks?"
4. Were the ladies' dresses soiled by the dust?
5. The exercises of our school on Washington's Birthday will begin at 7.45 p.m.
6. The boys knew that their brother's books were lost.
7. The negroes' songs rang out on the evening air.
8. It was John's fault, not Mary's.
9. "Dr. Rand's office is on Market street," said Mr. Wilson.
10. The soldiers' shouts were heard by the enemy.
11. The sisters could not wear Cinderella's slipper.
12. It was Marie's blunder, not Emma's.
13. "The book is Anna's, not Julia's," said Dr. Jones.
14. The negroes' voices were heard farther than their banjos.

## 98. ANDRÉ TO WASHINGTON

It is not the fear of death  
That damps my brow;  
It is not for another breath  
I ask thee now;  
I can die with a lip unstirred  
And a quiet heart —  
Let but this prayer be heard  
Ere I depart.

I can give up my mother's look —  
My sister's kiss;  
I can think of love — yet brook  
A death like this!  
I can give up the young fame  
I burn to win;  
All — but the spotless name  
I glory in.

By all the brave should cherish,  
By my dying breath,  
I ask that I may perish  
By a soldier's death.

— *Nathaniel Parker Willis.*

I. Tell anything you know about Major André. Why does not the fear of death damp his brow? Why does he not ask for longer life? Why is he able to die with a lip unstirred and a quiet heart? Why, then, does he make this request? Was it granted? Why? How did André die? Does this show greater or less bravery than if his request had been granted? Do you think more or less of him for making the request?

**II.** What are the things that he values so highly? Why does he name them in the order given? What kind of man is he who values these things so highly, and in this order? He is willing, if he must, to give up these, but what is the one thing that he values most, and is not willing to give up? Did he know the danger when he undertook the mission? What similar case on the American side?

**III.** Imagine yourself in André's position, and write a letter to General Washington, requesting a similar favor, and giving your reasons for asking it.

**IV.** Give an account of an incident in your life when you made a request which was denied.

**V.                      The Speaker and Others**

In speaking of one's self and others, politeness requires that the speaker should mention himself last. You should say, "Mary and I are here" (not "I and Mary," nor "Me and Mary").

Write sentences beginning with Marie and I; John and I; William and I; Maud and I; Charlie and I.

Write sentences stating the following things:

(1) That you and Mary are going to town; (2) you and Clara are invited to the party; (3) that you and eight other boys are in the same baseball team; (4) that you, James, and Henry (notice the punctuation) are going camping when school is out; (5) that you and six other girls intend to go to the woods for flowers; (6) that you and Ellen sit at the same table; (7) that you and Jennie are good friends.

**99. THE FOUR SUNBEAMS**

Four little sunbeams came earthward one day,  
Shining and dancing along on their way.

One sunbeam ran in at a low cottage door,  
And played "hide and seek" with a child on the floor.

One crept to a couch where an invalid lay,  
And brought him a dream of the sweet summer day.

One stole to the heart of a flower that was sad,  
And loved and caressed her until she was glad.

And one, where a little blind girl sat alone,  
Not sharing the mirth of her playfellows, shone. — *M. K. B.*

**I.** Where did the first sunbeam go? Whom did it meet? What happened? Where did the second go? What did it do? Describe the kind of day the sunbeam made the invalid think of. Where did the third sunbeam go? Why was the flower sad? How did the sunbeam make her glad? Where did the fourth go? What did it do? Which one of the sunbeams did the best?

**II.** Give an account of the adventures of the four sunbeams.

**III.** Write or tell of a real or imaginary act of kindness received by a child shut up in a sick room.

**IV.** Tell in writing how and when a child carried sunshine into the life of another person.

**V. The Speaker and Others** (*Continued*)

When we speak to a person about himself and some one else, politeness usually requires that we should mention the person spoken to first; thus, "The lady invited you and John to the party" (not "John and you"). If the speaker is mentioned also, he should be mentioned last; thus, "The lady invited you and John and me to the party" (not "me, and John, and you").

Copy the following:

1. You and John may go to the blackboard.
2. You and Mary may remain after school.
3. You and the other boys should have gone home at once.
4. You and John and I were all present.
5. You, Mary, Maud, and I were walking in Franklin Square when the accident happened.
6. You, Henry, and six other boys may go with me to Pasadena.

Notice the punctuation of the last two sentences.

Make a sentence stating that you, Henry, James, and John will go to San José this afternoon.

Write sentences telling Mary the following things:

- (1) That she, William, and you are invited to Mr. Wilson's this afternoon; (2) that she and Maud and you are going to San José on Thursday, March 1, at 9 a.m.; (3) that your mother wishes to see her, George, and you; (4) that the carriage is waiting for you, Charles, and Grandpa; (5) that there is an express package waiting for you, George, and Alice; (6) that a message for her, Thomas, and you came this afternoon; (7) that you and Harry are expected to meet Aunt Alice and her mother at the pier next Saturday at 3.20 p.m.

## 100. REVIEW

I. Use the correct word in each of the following:

1. The boy could not be (learned, taught) grammar.
2. The man has (become, became) very ill.
3. The searchlight (shone, shined) in the darkness.
4. I heard that he (done, did) good work.
5. The soldiers (come, came) last week.
6. The bell (rang, rung) at 8 o'clock.

Write the following from dictation:

"I know," said Alexander, "that if you would only give me leave to try, I could manage this horse better than any one else."

Hats off !  
Along the street there comes  
A blare of bugles, a ruffle of drums,  
A flash of color beneath the sky.  
Hats off !  
The flag is passing by!

II. Note the following sentences:

Boy. "May I carry your satchel?"

MAN. "You *may*. But it weighs fifty pounds. *Can* you?"

Boy. "I *can*. Yesterday I carried one weighing sixty."

*May* either asks for permission or grants it.

*Can* either asks in regard to ability or declares it.

Insert *may* or *can* in the following:

1. The boy said, "—— I go fishing?"
2. "Mother, I —— climb the ladder," said the child; "—— I?"
3. —— you understand this lesson?
4. —— I have the book?
5. You —— when

Frank is through with it. 6. You — go Saturday if you —; you are too weak now.

Turn to the poem on page 196 and give the exact meaning of *can* in each of its four uses and of *may* in its single use.

Write three original sentences using *may* correctly and three using *can* correctly.

III. Insert the necessary punctuation and quotation marks, and account for the capitals in the following:

Good-by daisy pink and rose  
And snow-white lily too  
Every pretty flower that grows  
Heres a kiss for you

Nay said the outlaw chief we did but half the work at most  
Take of the spoil what may reward your own labors and followers  
I am rich enough to reward them from mine own wealth answered King Charles.

And some said William have been wise enough to reward themselves  
They do not march off empty-handed

IV. Complete the following story:

The express wagon stopped in front of the house of Mr. Richards.  
"Does King Richards live here?" asked the driver, when the door was opened.

An express package for King! And he was only ten years old!

How King's eyes did open when he saw that splendid new bicycle, a birthday present from his Uncle Dick! It was just what he had been teasing for ever since he learned to ride, more than a year before.

Now he and his best friend Joe could take a ride into the country to Uncle Dick's farm!



**V. The Speaker and Others (*Continued*)**

Write from dictation:

1. "Mary, John, and I will start to Boston on Monday, June 3," said John Jones.
2. "Why did you not call Tom, Will, and me?" said George.
3. "Saturday, August 4, Dr. White will call for you and me," said Grace.
4. "Will you go with Henry and me to the orange orchard next Thursday?" said Will to his cousin.
5. The teacher praised you, James, and me.
6. "Where will you, Alice, and I go on Admission Day?" said Bertha to Jennie.
7. "Wasn't it kind of Mrs. Wilson to invite you, John, and me to ride in her auto?" said Sam to James.

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*LETTERS*

**101. BUSINESS LETTERS**

I. Compare the form of the following business letter with that of the friendly letter on page 136:

Brookville, Jefferson Co., Pa.,  
July 8, 1913.

Messrs. Beggs and Boyd,  
600 Federal St.,  
Cleveland, O.

Gentlemen:— I inclose post office money order for nineteen and  $\frac{50}{100}$  dollars (\$19.50) in payment of your bill of the 1st inst.

Respectfully yours,  
JAMES S. WISE.

You see that there is in this letter a part that is not in the form used for friendly letters. This is called the *Address*. It is usual to place at the beginning of a business letter, just above the salutation, the name and address of the person (or firm) to whom one is writing. The same thing should be done in friendly letters of importance.

To what firm is Mr. Wise writing? At what address? What, then, is the "address" in Mr. Wise's letter? What is the heading (page 136)? What is the salutation? The closing phrase? The signature? The body of the letter? Of how many parts does a business letter consist? Of these parts which one is often omitted in a friendly letter?

The address at the beginning of a letter should correspond exactly with the address placed on the envelope.

A woman writing a business letter should write her signature like this:

(Miss) *Alice Wise* (if she is unmarried).  
    *Alice Wise*                                 }  
    (Mrs. *James S. Wise*)                   } (both, if she is married).  
    (Mrs.) *Alice Wise* (if she is a widow).

Address an envelope for the above letter. Write a letter from Beggs and Boyd to Mr. Wise, acknowledging the receipt of his inclosure, thanking him for it, and soliciting further orders. Use the complete business form. Use proper abbreviations, capitals, and punctuation. Address an envelope for the letter you have written.

II. Write a letter to a paper published in your city or county, inclosing one dollar to pay for sending it to you for

one year. Mention the date at which the subscription is to begin.

**III.** Write an order to your grocer for seven different articles, — butter, coffee, ham, oatmeal, tomatoes, milk biscuit, and cheese, — stating how much of each you wish.

**IV.** Write a letter to Gilkison and King, 20 Anderson St., Pittsburg, Pennsylvania, ordering 250 bushels of coal to be delivered to Jonathan A. Frank, 1906 Ferry Ave., Allegheny.

**V. To, Two, Too. Their, There**

Care should be taken in using the words *to*, *two*, and *too*. Always use *two* when meaning the number indicated by the figure 2.

Use *too* when *also* or more *than enough* is meant.

Use *to* in all other cases.

Write from dictation:

I have read two of the boys' letters. You may read them, too.

"Can you go to town with me, too?" said John.

Did the boys put their hats and coats over there, too?

There were two boys and their dogs over in the meadow, too.

Where there is smoke, there is usually fire, too.

There were two boys at the fire. Their dogs were there, too.

The boys said that there were two desks in their schoolroom too loose to be used.

"What do you two want to do over there?" said their father.

There were two Germans with their children in Golden Gate Park. Two Italians were there, too.

## 102

## I. Copy the following application for a position:

315 Market St., Pasadena, Cal.,  
June 1, 1910.

Messrs. A. H. Gordon & Co.,  
San Francisco, Cal.

Gentlemen:

Replying to your advertisement, I wish to say my qualifications are as follows:

Age, 15.

Birth, American.

Habits, good; I neither smoke nor swear.

Education, common school graduate.

Experience, one summer vacation in a grocery store and one in a hardware store.

I am anxious to secure a place where I can both earn and learn something.

Very truly,

JAMES CRAWFORD.

Reference: Prof. S. C. Ford, Principal Public School No. 8.

II. Write an application to the Westinghouse Machine Company, Pittsburg, Pa., for a position in one of their offices, telling them how old you are, and what you can do. Refer to gentlemen for whom you have worked, or who know you.

III. Write a letter to the Second National Bank, Alameda, where you have worked, asking for such recommendation as they feel justified in giving you.

IV. Write to W. G. Johnston, 210 Main St., Jamestown, N.Y., asking for a catalogue of cameras.

V. Write a letter to your friend John Perry, inviting him to take dinner with you next Tuesday, stating hour and place; also inviting him to go with you after dinner to Concordia Hall to hear Dr. Twist lecture.

**V. To, Two, Too (*Continued*)**

Write from dictation:

1. "John went to the station this morning," said Tom, "and I went, too."

2. Henry wanted to eat two oranges. I wanted to eat two oranges, too.

3. "Mary," said her mother, "bring my scissors and my sewing, too, please."

4. On July 4 Dr. Smith was asked to visit two Chinese boys and two Japanese men, too.

5. On Labor Day Henry and I went to see you and Marion, too.

6. We, too, were overtaken by two persons going to Santa Rosa.

7. The boys lost their hats and their books, too.

8. The boys' clothing and their lunches, too, were soaked with water.

9. "The baby's eyes are blue, too," said the nurse.

I. Write John Perry's answer accepting an invitation to dinner.

II. Write John Perry's reply declining the invitation, giving his reasons for so doing, and stating how much he regrets not being able to come.

**IV.** Write a letter to your uncle, asking what kind of time he had New Year's, and telling him what an enjoyable holiday season you had visiting friends.

*Here* means *in this place*. We hear sounds.

1. The boys can hear their father here in the corner.
2. "Can we hear the music here, boys?" said Tom to George on the Fourth of July.
3. "I hear you were at Fort Mason Saturday," said Julia.
4. "Were you here on Thanksgiving Day?" said Mr. Smith to Dr. Mason.
5. "Isn't it pleasant here, Maud?" said her mother.
6. We will rest here in Union Square.
7. We can hear the band here in Market street.
8. Our friends will be here to hear the President on Saturday.
9. "You are here, too, to hear the lecture, Mr. Jones," said the man.

I. In a letter to a friend, describe a game you saw some girls play.

**II. Write a letter describing the appearance of a man you have seen. Give his height, weight, color of hair, eyes, and clothes, and style of features. Add any unusual details.**

**III.** Write a letter to a person who helped you do some work, thanking him for his kindness and offering to help him when he is in need of assistance.

**IV.** Answer an advertisement for a boy to do general office work. Give your name, address, preparation, and experience.

**V. Review**

Write the following from dictation:

I once was a beggar boy,  
And lived in a cellar damp,  
I had not a friend nor a toy,  
But I had Aladdin's lamp.

The curfew tolls the knell of parting day,  
The lowing herd winds slowly o'er the lea;  
The plowman homeward plods his weary way,  
And leaves the world to darkness and to me.

**105**

**I.** Write to Brown & Company, 100 State St., Columbus, Ohio, asking them for a position as saleswoman in their book department, giving your experience in that work and your preparation for it.

**II.** Write Mr. Thomas Johnston, a carriage manufacturer living at 230 Oneida St., Syracuse, New York, asking him on what conditions he will take a boy to learn the trade.

**III.** Write Mr. Johnston's reply to the above letter, stating

that at present he is unable to take any more boys, but that he may need another in about a year or two.

**IV.** Write a letter to Jones & Dawson, 900 Liberty Ave., Philadelphia, Pennsylvania, canceling an order for dry goods on account of the unreasonable delay in filling it.

**V.** Use each of the principal parts of the following verbs in original sentences:

Wring, beat, burst, blow, catch.



## COMMON IRREGULAR VERBS

The following irregular verbs are referred to in various lessons in this book. Only the forms in common use are given.

PRESENT	PAST	PAST PARTICIPLE
Am (Be)	Was	Been
Beat	Beat	Beaten
Become	Became	Become
Begin	Began	Begun
Bet	Bet	Bet
Bid	Bade	Bidden
Bite	Bit	Bitten
Blow	Blew	Blown
Break	Broke	Broken
Bring	Brought	Brought
Build	Built	Built
Burn	Burned	Burned
Burst	Burst	Burst
Catch	Caught	Caught
Come	Came	Come
Do	Did	Done
Draw	Drew	Drawn
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Find	Found	Found
Fly	Flew	Flown
Forget	Forgot	Forgot
Go	Went	Gone
Grow	Grew	Grown
Hide	Hid	Hidden
Know	Knew	Known

## COMMON IRREGULAR VERBS

21

PRESENT	PAST	PAST PARTICIPLE
Lay	Laid	Laid
Learn	Learned	Learned
Leave	Left	Left
Let	Let	Let
Lie	Lay	Lain
Lose	Lost	Lost
Mean	Meant	Meant
Open	Opened	Opened
Ride	Rode	Ridden
Ring	Rang	Rung
Rise	Rose	Risen
Run	Ran	Run
See	Saw	Seen
Shake	Shook	Shaken
Shine	Shone	Shone
Sing	Sang	Sung
Sit	Sat	Sat
Speak	Spoke	Spoken
Strike	Struck	Struck
Swim	Swam	Swum
Take	Took	Taken
Teach	Taught	Taught
Tear	Tore	Torn
Think	Thought	Thought
Throw	Threw	Thrown
Wear	Wore	Worn
Wring	Wrung	Wrung
Write	Wrote	Written

## PRINCIPLES OF COMPOSITION

**TO THE TEACHER.** The following summary, which includes only principles that should be emphasized, is intended to be used for the marking of written exercises. On the margin opposite an error, the teacher places the number of the principle violated. After reading the principle, the pupil must discover the error he has made, and must correct it, preferably with a pencil or ink of a color different from that with which the exercise is written.

Much of this work should be done with exercises copied on the blackboard, each pupil in the class being required to correct every error indicated. As often as time permits, all exercises written for a given lesson should be marked by the teacher, returned to the pupils for correction, and examined a second time to see that the corrections are properly made. The teacher should regularly mark and return at least four or five papers selected from each set written, in order to make the pupils more careful.

The following paragraph shows concretely the method suggested:

<b>A kind act</b>	<i>1</i>
	<i>2b</i>
As I was coming through the allegheny parks	<i>5d</i>
one day i noticed a large, "Newfoundland" dog	<i>5g-8-3a</i>
standing near a pump, lookin longingly at it.	<i>4</i>
a little girl with some Books under hir arm	<i>5a-3b-4</i>
stoped beside the dog and pumped him a drink	<i>4</i>
of cool water When the dog had had enough	<i>6a</i>
he licked her hand and, looking up into face, he	<i>21</i>
seemed to try his best to thank her after patting	<i>6a-5a</i>
his head for a moment she went on her way.	

As an introductory exercise, children may be asked to correct the errors indicated in the above paragraph. Most of these principles may be used from the beginning, even before they have been formally studied.

## RULES OF COMPOSITION<sup>1</sup>

1. Write your name at the top of the first page of each written exercise, preferably to the right.

2. (a) About two inches from the top of the first page write a title. (b) Begin its important words with capitals. (c) Under-score it with three lines. (d) Leave an even margin of half an inch or more at each side of written work. (e) Begin the first line of each paragraph about half an inch from the margin.

3. Avoid unnecessary (a) punctuation marks, including quotation marks and the apostrophe, (b) capital letters, and (c) italics.

4. Spell correctly.

5. Begin with a capital letter (a) every sentence; (b) every direct quotation; (c) every name of the Deity, but not pronouns referring to these names; (d) every proper name; (e) the principal words in titles of office or respect, in titles of books and poems, in headings of chapters, in names of companies, etc.; (f) the first word of each line of poetry; (g) I when used as a word.

6. Use a period (.) (a) at the end of a statement or command; (b) after an abbreviation; (c) after yes and no when used alone; (d) after initials.

7. Use an interrogation point (?) after direct questions.

8. Never use a comma unless its presence will add to clearness.

9. Use a comma (,) (a) to set off the name of a person addressed; (b) to set off a direct quotation and words that divide a quotation; (c) after oh, and usually after yes and no when not used alone; (d) after each word or expression in a series except the last; (e) to separate two complete statements united by and, but, or a similar word.

<sup>1</sup> The numbers of all rules agree with the numbers of a similar set of rules in Book II.

10. Inclose in quotation marks (" ") (a) the exact words of another included within your own writing; (b) the names of books, of poems, of newspapers, etc.

11. (a) Use the apostrophe with s ('s) when writing the possessive form of the noun, except when the noun is plural and ends in s. (b) When the noun is plural and ends in s, use the apostrophe only (') in writing the possessive form. (c) Use the apostrophe to show the omission of a letter or of letters belonging to a word. (d) Do not use the apostrophe with ours, yours, hers, its, and theirs.

12. Use a hyphen (-) at the end of a line, after a syllable, when part of the word must be written on the next line.

13. Use short sentences. Make two or three sentences out of a single long one.

14. Use simple words.

15. Use words in their proper meaning.

16. Avoid slang.

17. Avoid abbreviations, contractions, and corrupt forms of words. Never use ain't.

18. Use is and are properly.

19. (a) Do not use the past participle instead of the past tense. (b) Use verbs in the proper tense.

24. Punctuate and capitalize as shown in the perfect letter form, pp. 136, 202. Do not omit any parts of the letter form.

25. Do not omit necessary words.

26. Omit unnecessary words.

27. (a) A paragraph should deal with one definite part of a subject. (b) A sentence should include only closely related thoughts.

28. Make your sentences express exactly your meaning.

29. Make every sentence complete.

30. Show the beginning and end of each sentence.

## APPENDIX

### DAILY DRILLS

TO THE TEACHER. There are many errors in the daily speech of children. The child hears incorrect language at home and among his companions. The "lingo" of the playground, the street, and the baseball ground is usually different and more readily acquired than the language of the schoolroom or of the parlor.

It is the work of the teacher to give the children correct forms and to lead them, if possible, to choose these and discard all others. To do this requires time, patience, watchfulness, and constant practice. All incorrect expressions, whether oral or written, should be corrected at once. Drills in which the correct forms are contrasted with those that are incorrect should be given daily. They need not be long, but they should be continued persistently. These forms should invariably be presented in sentences; thus, (Teacher) "Should I say, 'I done the work'?" (Pupils) "No. Say, 'I *did* the work.'"

The following should receive attention:

### FOR DAILY DRILL

#### WE SHOULD NOT SAY

The dog *catched* the rat.  
Mama *learned* me my lesson.  
We *set* down on the grass.  
We *eat* our lunch yesterday.  
We *seen* that boy.  
It was *him*.

#### WE SHOULD SAY

The dog *caught* the rat.  
Mama *taught* me my lesson.  
We *sat* down on the grass.  
We *ate* our lunch yesterday.  
We *saw* that boy.  
It was *he*.

## WE SHOULD NOT SAY

It was *me*.  
 It was *them*.  
*Them* apples are good.  
 There *is* two boys in the yard.  
 We *seen* him do it.  
 John has *went* for milk.  
 There *was* five birds on the tree.  
 He *hasn't came* to school this morning.  
*Can* we clean the board?  
 The dog has *drank* the milk.  
 I didn't do *nothing*.  
 She *laid* down to rest.  
*Can* we draw on the board?  
 Will you *loan* me your pencil?  
 I *ain't* afraid.

## WE SHOULD SAY

It was *I*.  
 It was *they*.  
*Those* apples are good.  
 There *are* two boys in the yard.  
 We *saw* him do it.  
 John has *gone* for milk.  
 There *were* five birds on the tree.  
 He *hasn't come* to school this morning.  
*May* we clean the board?  
 The dog has *drunk* the milk.  
 I didn't do *anything*.  
 She *lay* down to rest.  
*May* we draw on the board?  
 Will you *lend* me your pencil?  
 I'm *not* afraid.

## TEACHER

What did you see in the Park yesterday?  
 Who taught you to write?  
 Did you do your errand?  
 Who was running on the pavement?  
 Were there two boys in the room?  
 Did the bell ring?  
 Who lent me this book?  
 Does Mary sit near you?  
 Did you lie down last evening?  
 Who sits in this seat?  
 Have the boys gone home?  
 Did James go to the store?  
 Who is talking in the hall?  
 Did you lie in bed late this morning?  
 Who took my pencil?  
 Did you drink milk this morning?  
 Did you throw that ball?

## PUPIL

I saw a man yesterday.  
 Miss — taught me to write.  
 Yes, I did my errand.  
 I.  
 There were two boys in the room.  
 Yes, the bell rang.  
 I.  
 Yes, Mary sits near me.  
 I lay down last evening.  
 Henry sits in this seat.  
 Yes, they have gone home.  
 Yes, James went to the store.  
 It is they.  
 No, I didn't.  
 It was he.  
 Yes, I drank milk this morning.  
 I threw the ball.

## TEACHER

## PUPIL

What did you do with the water?	I drank it.
What did you drink for breakfast?	I drank milk.
What did you eat for supper?	I ate some bread and milk.
What did you lose?	I lost a penny.

## REVIEW

Place the following or similar sentences on the blackboard to be copied, studied, and dictated:

1. We came home at six o'clock with Mrs. Wilson.
2. The boys were too far away to be heard.
3. Did you see Mrs. Smith in the schoolhouse?
4. I lent my book to George, May 1, 1909.
5. Last Christmas we were too late for the exercises in the church.
6. The children brought many flowers for Decoration Day.
7. The excursion will start at 8 a.m., Thursday, June 24.
8. The wind was too strong last Thursday. We walked only two squares.
9. Prof. Munson was in California in January, February, and March.
10. We spent April, May, and June at Carson City, Nevada.
11. July, August, and September were spent in Denver.
12. The clock was too slow.
13. Miss Wilson lives on Mission street.
14. We came on the nine o'clock boat from Oakland.
15. He threw a stone at a post.
16. The man came in October and staid through December.
17. The fish swam too near the boat and was struck by the wheel.
18. Did you two boys have a good time on Christmas?
19. The picnic will be held June 30.

## CONTRACTIONS — DICTATION

1. The boy couldn't study his lesson because he didn't have his books.
2. You shouldn't go into the water if you can't swim.
3. The boys aren't going to play ball this afternoon.
4. My top hasn't any string, and I haven't any money.



5. I'm going to see if they'll not come to play to-day.
6. You shouldn't lie on the wet grass.
7. The girl was so ill she couldn't sit up.
8. I'm going to buy two tops.

Fill in the blanks with *there is, there was, there are, or there were* :

1. ——— two little girls in the hall.
2. ——— a boy who was blind.
3. ——— two apples in my pocket.
4. ——— five boys in the boat.
5. Two years ago ——— a man in Berkeley named John Johnson.
6. In the boat near the shore ——— two boys without oars.
7. The boy told his friend that ——— not so many boys as girls at the picnic.
8. In Mary's desk ——— a book called "Alice in Wonderland."

### CONTRACTIONS — DICTATION

Couldn't you go to the picnic, John? I'm sorry you weren't there. It wasn't too hot. The roses weren't in bloom, but the trees were in leaf.

Can't you go to the city on Thursday? Mary'll be there and she'll miss you. I'll tell her about your accident. I know she'll be disappointed.

Why wouldn't you go to Denver, Colorado, on Saturday? The day wasn't too cold. The coaches weren't full. I'm sorry you didn't go. We had a good time.

Shouldn't that door be shut? I tried to shut it, but couldn't do so. When Father comes, he'll attend to it. I can't do anything with it.

The girls aren't going to stay at home to-day. They'll be here about ten o'clock. We shan't be without company. We'll have Dr. Jones with us.

Mayn't I go out to see the parade? There isn't any danger. I'll not go into the street. Here's Mary. She'll go with me.

Wasn't John at school to-day? I'll go and see if he's sick. Mayn't Willie come with us? We'll soon come back. It isn't far.

We aren't ready for the train. It'll soon be here. Let's hurry. We'll go past Franklin Square. It isn't so far that way.

## CONTRACTIONS — FOR COPYING

1. "Isn't God upon the water as well as on the land?"
2. You can't see Captain Brown until 3 p.m.
3. "On Thanksgiving Day we will go to Golden Gate Park," said Mary to Maud.
4. What were you doing on Labor Day?
5. The man marked his cherries "10 cents."
6. I saw Mrs. Johnson on the Fourth of July.

## FOR DICTATION

1. Can't you come to our house on Labor Day, Jennie?
2. The train should have started at 4 p.m., Friday, January 3.
3. "Shouldn't you do your best all the time?" said Dr. Strong.
4. The morning paper said, "Maj. J. W. Henry will start to-morrow for the Philippines."
5. Admiral Dewey is honored by all.
6. Portland, Oregon, is not so large as San Francisco, California.
7. The steamer from China came in to-day at 5.30 p.m.

## For copy and dictation:

There were three men from Japan on Morgan street Saturday at 9 a.m. They went to the Park. Many children were there. The men sat on the benches and watched.

The children didn't all play. Some of them stood near the men and looked at them. Others sat on the grass and talked about Thanksgiving Day. Some lay on the grass and looked up at the bright clouds.

One day Mrs. Wood sent Alice to market. She gave her this list:

Berries	.	.	.	.	.	.	1 qt.
Oranges	.	.	.	.	.	.	2 doz.
Apples	.	.	.	.	.	.	1 pk.
Potatoes	.	.	.	.	.	.	1 bu.
Beets	.	.	.	.	.	.	5 lb.

Alice paid for these and ordered them sent to No. 34 Mission street.

## HELPERS — SUGGESTIONS

Very many of the mistakes made by children, and also by adults, result from the use of the past tense in place of the past participle or of the past participle in place of the past tense. This is noticeably the case with foreigners. Excellent results, leading to correct speech in this particular, have been obtained by the use of the following device:

do	have
does	has
did	had
shall	am
will	is
may	are
can	was
must	were
might	
could	be
would	been
should	

1. Writing the auxiliaries on the blackboard as above, tell the children that the helpers in the first column, when used singly, always go with the present tense; thus, I *do eat*, The boy *does eat*, The girls *may write*, etc. Drill on the first line, using many verbs: thus, (Teacher) "Use the verb *eat*, and finish the sentences when I stop: I *do*" (pausing). (The children) "I *do eat*." (Teacher) "Did I?" (The class) Did I *eat*?" (The teacher) "Would the boy not?" (pausing). (The class) "Would the boy not *eat*?" etc.

2. Taking up the second column, tell the children that these helpers always go with a participle; thus, The bread *is eaten*, The apples *were eaten*, The boy *had written* a letter, etc.

Practice on this column with many verbs, taking care to use only such as are transitive. (For intransitive verbs, see page 179.)

3. Tell the children that *do*, *does*, and *did* are not very neighborly, but all the others in the first column and also *have*, *has*, and *had* often go with *be* and *been* as helpers of a participle; thus, The apples *may have been eaten*, The letters *should have been written*, The money *might have been stolen*, *May* the letters *be written* at noon? etc.

4. After the children have been drilled as above, require them to complete sentences given by the teacher, using the auxiliaries in the first column and then those in the second at random. A great deal of enthusiasm will be aroused, if the exercise is conducted properly.

Written work of a similar character may be assigned.

A few minutes daily spent in this way until the pupils have acquired a mastery of these auxiliaries, will give permanent results and also prevent the use of such monstrosities as "might of," "would of," "have went," etc.

### CORRECTION OF COMMON ERRORS

#### DO NOT SAY .

go on a picnic  
kind of a man  
ain't got no  
ain't no  
could of  
would of  
should of  
might of  
may of  
he don't  
she don't  
left go  
leave go  
this here  
that there  
them there  
you was

#### SAY:

go to a picnic  
kind of man  
haven't any  
isn't any  
could have  
would have  
should have  
might have  
may have  
he doesn't  
she doesn't  
let go  
let go  
this  
that  
these  
you were

## DO NOT SAY:

have saw  
have did  
have went  
have rode  
have catched  
catch on

## SAY:

have seen  
have done  
have gone  
have ridden  
have caught  
understand

## QUOTATIONS

Use quotation marks, and punctuate the following sentences properly:

1. The girl said Please lend me a book John.
2. The teacher answered I will show you how to solve the problem.
3. Mary said I met John in Portland.
4. The man on the wagon said Where are you going John.
5. The rabbit said I can beat you in a race.
6. The boy said John has my pencil.
7. William said I do not know my lesson.
8. The lady answered I think you are correct
9. The gentleman said to the boy Please take this to No. 25 Channel street.
10. The boy answered I will go now.

For copy and dictation:

1. The boy said to the man, "May I come to your store at 5 p.m.?"
2. The man replied, "Yes, if you can be there at 3 o'clock in the morning."
3. The girls said, "Last June the flowers in Golden Gate Park were beautiful."
4. Mama said, "On Washington's Birthday we shall go to the Chutes."
5. The man sitting on the bench said, "I came here at four o'clock to see Dr. Johnson."
6. The boy from Los Angeles said to the girl from Berkeley, "What did you do on Admission Day?"

7. The teacher said, "Our Christmas songs will not do for Decoration Day."
8. There were many people who said, "This is a very hot day."
9. The man said, "I came through Sacramento on my way to San Diego."
10. "At four o'clock the train will start," said Mrs. Smith.
11. "They left at four o'clock and will return at eight," said Professor Morris.
12. "The train came in at 9 p.m.," said the man at the office.
13. "Mr. Davis, may we have some flowers?" said Jennie Ross.

QUOTATIONS (*Continued*)

Write a conversation:

Between a boy and a milkman; a girl and a grocer; two girls who are getting ready for a picnic; two girls or boys on their way to a picnic; two girls or boys on the way home from the picnic; two boys preparing a lesson; two boys who are on their way to a baseball game; two girls playing with their dolls; two boys discussing the merits of their dogs; two boys on their way to take a sail; a man and a boy employed by him; two boys on their way to town or to the city; two boys who have been at an entertainment.

## LIE, LIES, LYING, LAY

Fill in the blanks:

1. The little dog —— on the door mat all night.
2. The books —— on the table; you may get them.
3. We must not —— in bed too long in the morning.
4. The cat is —— in the chair.
5. The boy —— asleep now.
6. The man —— asleep while the house was burning.
7. Two little boys were —— on the grass.
8. The dog —— down on the grass and —— there still.
9. There was a boy —— on the grass in the field.
10. Three books are —— on the shelf.

11. Many oranges — under the trees yesterday.
12. Many oranges — under the trees now.
13. Was the boy — on the floor?
14. Should a person — on the wet grass?
15. The little dog came where I — yesterday.
16. Little sheep, pray tell me why in the pleasant fields you —.
17. — down, Jip, and be still.
18. One may — all night till broad daylight.

### TO, TWO, TOO, THEIR, THERE — DICTATION

1. I have two oranges and you have two oranges, too.
2. If I go, will you go to the picnic, too?
3. The boys told their story to the teacher and the girls told their story, too.
4. There were two men who came here for two boys and their books.
5. We were two minutes too late to see our friends.
6. Two boys were there and their fathers came, too.
7. It is too late to go to Golden Gate Park to-day.
8. There were two boys with their father.
9. It is never too late to mend.
10. There were two books on the desk and two papers, too.
11. The news seems too good to be true.
12. There were two boys there with their ponies.
13. I received two presents on Christmas and two on New Year's Day, too.
14. At 2 p.m. our train started for San Francisco and theirs started, too.

### IN, INTO — DICTATION

1. The book is in the desk.
2. The boy is in the house.
3. The string is in the boy's pocket.
4. The mouse is in the trap.
5. The bird sings in the cage.
6. The pie is in the pantry.
7. The tree is in the field.
8. The boy put his hand into his pocket.
9. The girl went into the house.

10. The boy threw a stone into the river.
11. The man went into the shop.
12. The mouse went into the trap.
13. The horse went into the stable.
14. The lady went into the store.
15. All the boys went into the meadow.
16. The man pushed his way into the crowd.
17. The lad thrust his fist into the boy's face.

Fill in the blanks:

1. The boy put his hand — the trap.
2. The book is — the bookcase.
3. Two little boys are — Golden Gate Park.
4. We live — Jackson.
5. The lady — the parlor will soon go — the library.
6. The boys went — the circus tent.
7. Find the book — the library and take it — the parlor to Mr. Wilson.
8. George, go — the house.
9. The ladies — the carriage will soon walk — the church.
10. The boy ran a pin — his hand.
11. The man — the boat dived — the water.
12. Go — the house and sit down — the parlor.

Make ten sentences of your own, each containing *in* and *into*.

### HEAR, HERE — DICTATION

1. I hear that the man was here for his son.
2. We hear the music well here.
3. I cannot hear well here.
4. Did you hear the man speak here?
5. Here is the report.
6. You will hear from me later.
7. Hear what the wild waves are saying here.
8. That man was too deaf to hear well here.
9. He came here from San José, at 2 p.m., to hear the concert.
10. What brings you here to-day?



11. Did you hear Patti when she sang here?
12. No, I was too ill to hear her here.
13. I heard her in Carson City, Nevada.
14. I hear that the 4.25 train does not stop here.
15. There will be a celebration here on the Fourth of July.
16. We can hear well here and they want to hear well, too.

Fill in the blanks with *hear, here, to, too, or two*:

1. I cannot — well —.
2. Do you want — — the concert —?
3. Did you — the great singer when he was —?
4. I wanted — hear him, but I was — busy.
5. The — boys came — — — the school sing "America."
6. I — that — Buchanan street boys will sing at the concert.
7. Did you — the — sisters when they were —?
8. I hear that you rode — from Pasadena in — hours.
9. — is a good place to — the music.
10. I — that Mr. Smith will come — on Thanksgiving Day.
11. "What are you doing —?" said the man to the boy.

### BETWEEN, AMONG

We use *between* when we speak of two persons or things. *Among* is used in speaking of more than two; thus, The boy divided his cake between his two companions and his marbles among his friends.

Write from dictation:

1. The boy was found among his schoolmates.
2. Edith walked between Maud and Janet.
3. What is the difference between six and four?
4. The boy walked between the two car tracks.
5. The corn was scattered among the chickens.
6. Henry looked among his books for his paper.
7. He came among us a stranger.
8. He left town between dark and daylight.
9. Between you and me, I think that the answer was wrong.
10. What has come between John and James?

Fill in the blanks:

1. The girl sat —— Jennie and Helen.
2. He went —— the poor as a helper.
3. Come —— 7 and 9 p.m.
4. Do not go —— bad boys in the street.

#### MISCELLANEOUS SENTENCES FOR REVIEW

1. The "Examiner" came to me in New York city.
2. Forty-four persons were drowned when the steamer Fannie Bell went down.
3. Couldn't you see and hear here as well as there?
4. There were fifteen girls with Miss Smith in Golden Gate Park.
5. Last Friday Professor Johnson came from Boston, Mass.
6. The "Bulletin" and the "Call" both contained the news of the accident.
7. My birthday is October 29.
8. The hotel was full last Thanksgiving Day, Nov. 29.
9. The man and his family left for Nevada, Thursday, June 25, at 3 p.m.
10. The "Chronicle" contains an excellent account of the visit of the President.
11. We were too busy last Saturday to visit the Chutes.
12. We hear that the show will open here December 14, at 2 p.m.
13. John said to James, "We have no school Thanksgiving Day."
14. "Isn't God upon the ocean as well as on the land?" said the little girl.
15. John sold two copies of the "Saturday Evening Post" and James sold two copies, too.
16. Wasn't Saturday the day for the picnic?
17. "The price of the coat is \$20," wrote the storekeeper.
18. They will be married, June 19, 1910.
19. On the Seal Rocks we saw ten seals last Saturday.
20. Miss Smith taught school two years in Oakland, Cal.
21. Did you know that Mrs. White left for Boston, Mass., Friday at 4.30 p.m.?
22. In September we have Admission Day and Labor Day.

23. The summer months are June, July, and August.
24. December, January, and February are the winter months.
25. We saw five Russians, two Chinese, four Japanese, a German, and a Filipino.
26. "Don't you know your lesson?" asked Ellen.
27. There are two girls in the hall.
28. "Please let me have your knife," said William to Morton.
29. "Will it be too late for the two girls to go after school?"
30. We went home at ten o'clock p.m.
31. Some Italian children were playing by the lake.
32. Professor James said, "We will start from Los Angeles on the last Friday in December."
33. There were three girls with their cousin on Channel street last Wednesday.
34. Our holidays are New Year's Day, Christmas, Decoration Day, and Admission Day.
35. "The boy doesn't know me and I don't know him," said Henry to Frank.
36. Aren't those roses fine, Mary?
37. I'm sitting in the shade reading "Alice in Wonderland."
38. "The postman hasn't brought the mail yet," said Morton to Jennie.
39. "Don't forget to take your books home," said Miss Williams.
40. The Scotch boy spoke to the Italian on their way to the picnic.
41. Didn't you reach home before ten o'clock?

### STORIES TO BE COMPLETED

1. Mrs. Jones was riding down street in her carriage. - A strong wind blew an old newspaper across the street in front of the horses. They were frightened and started down the street on a run and —
2. Mama told Mary not to play near the river bank. The water was deep. She feared they might fall in and drown. One morning little Julia —
3. Maud and Blanche were tired of playing with dolls. They thought they would like to play as boys do. A large tree stood near the house. They thought it would be good fun to climb it. Maud climbed nearly to the top when —

4. Miss Patterson's class had been spending the day in the country. When the time to return came, all the children were at the station except —

5. Millie was only four years old. She had never hung up her stocking on Christmas Eve. This year her mother hung up both of her stockings by the fireplace. The next morning —

6. One evening Mr. Williams sat down to read the paper and enjoy a quiet time. Outside it was raining hard. He heard a rap at the door. When he opened it —

7. George and James with their father were taking a ride on a steamer. The boys had never been on a steamer before. They were delighted. Suddenly there was a cry of "Fire!" and —

8. One Christmas Eve a ragged little girl was standing near one of the store windows looking at the many pretty things. The store was full of people. Mr. Long came out. He had been buying presents for his children. He noticed the longing face of the poor little girl and —

9. Henrietta and Tom were in the same class at school. A gentleman had offered a prize to the one making the best record in spelling. Neither had missed until the last day, when —

10. Willie had been stolen by gypsies when only three years old. He had traveled with them from place to place in a wagon. One evening as they came near a town, a lady passed along and looked at the little fellow and —

11. Old Mr. Hunter lived in a little cottage alone in a deep forest. One night he heard a queer noise outside. He seized his gun and opened the door. There he saw —

12. A party of men were camping once near an Indian village. The Indians seemed very friendly. No watch was kept by the men. One night they were awakened by —

## LETTERS

1. Write to Maud Adams asking her to come to a party at your house next Thursday evening, and be prepared to tell a short story to the crowd.

2. Suppose that you are away from home at school. Write to your father telling him how you are getting along, what lessons you have, what teachers are in the school, what games you play, and what books you need for your work.

3. Suppose you have moved from San Francisco to Oakland. Write to the postmaster of the former city asking him to forward any letters for you that may be in his office.

4. Write to a friend telling about an entertainment recently given by your school. Tell when it was, why it was given, who were there, how the room was decorated, who took part, and what kind of music was furnished and by whom.

5. Write to a friend and tell the story of a dog that was leading a blind man and kept him from being run over by a car.

6. Write to a friend and tell the story of a large dog that leaped into the water and saved a little child from drowning.

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*ff* means *and the following pages*.

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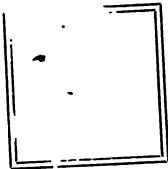


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